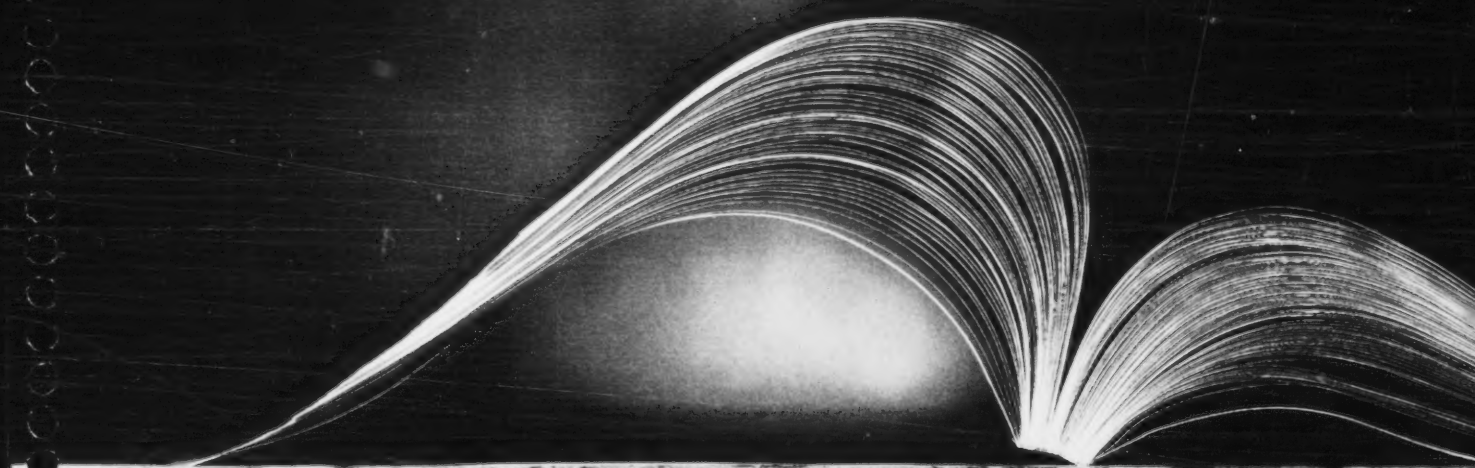
Prince Edward Island
CANADA
Department of Education

Annual Report 2003



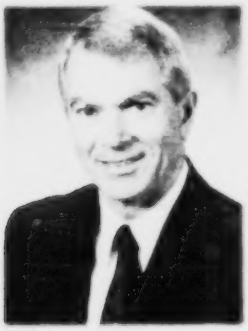
Prince Edward Island
Department of Education

Annual Report

For the Year Ending
March 31, 2003

Message From the Minister

Message du ministre



To the Honourable J. Léonce Bernard
Lieutenant Governor
Province of Prince Edward Island

Your Honour:

As Minister of Education, it is my privilege to submit our Annual Report for the fiscal year ended March 31, 2003.

Respectfully submitted,

Son Honneur l'honorable J. Léonce Bernard
Lieutenant-gouverneur de
l'Île-du-Prince-Édouard

Monsieur le lieutenant-gouverneur,

À titre de ministre de l'Éducation, j'ai l'honneur de vous présenter ce rapport annuel pour l'exercice terminé le 31 mars 2003.

Je vous prie d'agréer, Monsieur le lieutenant-gouverneur, l'expression de ma haute considération.

J. Chester Gillan
Minister of Education
Le ministre de l'Éducation

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Deputy Minister's Message

Message du sous-ministre

The Honourable J. Chester Gillan
Minister of Education
Province of Prince Edward Island
PO Box 2000
Charlottetown, PE C1A 7N8

L'honorable J. Chester Gillan
Ministre de l'Éducation de l'Île-du-Prince-Édouard
C.P. 2000
Charlottetown (Î.-P.-É.)
C1A 7N8

Dear Minister:

I have the honour to submit to you the 2002-2003 Annual Report for the Department of Education. The report features our work as the leader in ensuring equitable opportunities for lifelong learning in Prince Edward Island.

An annual report is an accountability document, enabling readers to assess the organization's performance and the results achieved for the money expended. The report is rich in detail and speaks for itself; however, I wish to highlight a few of the department's significant achievements and activities over the reporting period:

- A three-year pilot of community-based kindergarten in PEI, which now serves 1,605 students in 90 kindergarten programs and reaches 98 per cent of the eligible kindergarten population was completed.

- A new policy, which will eventually require children to be six-years-old when they start school in order to enhance preparedness and success in school, was developed.

Monsieur le Ministre,

J'ai l'honneur de vous soumettre le rapport annuel du ministère de l'Éducation pour 2002-2003. Le rapport rend compte du travail que nous avons accompli en tant que leader offrant des occasions équitables d'apprentissage à vie à l'Île-du-Prince-Édouard.

Un rapport annuel a pour but de rendre des comptes. Il permet aux lecteurs d'évaluer le rendement et les résultats obtenus en échange des fonds dépensés. Le rapport est très détaillé et les résultats parlent d'eux-mêmes. Cependant, permettez-moi de souligner quelques-unes des principales réalisations et activités du ministère au cours de la période visée par le rapport :

- Mise sur pied d'un projet pilote de trois ans visant à créer des maternelles en milieu communautaire, à l'Île, et qui accueille maintenant 1 605 enfants au sein de 90 programmes de maternelle et atteint 98 % de la population admissible à la maternelle.

- Élaboration d'une nouvelle politique qui exigera que tous les enfants aient 6 ans au moment de commencer l'école, et ce afin d'améliorer leur préparation et leur succès à l'école.

- An additional $1.2 million was provided to school boards to hire 8.5 additional teachers and to meet increasing demand for services for students with special needs, technology support and operating costs.

- A $1.3 million addition to Parkdale Elementary School was officially opened in April 2002, which included a new gymnasium, storage areas and parking lot improvements.

- The new Francophone school and community centre, École-sur-Mer and Le Centre Belle-Alliance in Summerside were officially opened which enabled residents to access French first language education in their own community.

- Capital repairs in the amount of $1.8 million were made at 28 schools.

In closing, I recognize and salute the dedicated and professional employees of the Department of Education for their continuing commitment to serve the needs of Island learners all along the lifelong learning continuum.

Respectfully submitted,

Shauna Sullivan Curley, Q.C.
Deputy Minister of Education

- Octroi de 1,2 million de dollars de plus aux conseils scolaires pour créer 8,5 nouveaux postes d'enseignants et pour répondre à la demande accrue de services pour les élèves ayant des besoins particuliers et au titre du soutien technologique et des dépenses de fonctionnement.

- Ouverture officielle d'une annexe de 1,3 million de dollars à l'École élémentaire Parkdale, en avril 2002, comprenant un nouveau gymnase, des aires d'entreposage et des améliorations au parc de stationnement.

- Ouverture officielle de la nouvelle école francophone, École-sur-Mer, et du nouveau centre communautaire francophone, Centre Belle-Alliance, à Summerside, ce qui donne aux résidants l'accès, dans leur localité, à une éducation dans leur langue maternelle.

- Réalisation de travaux de réparation d'une valeur de 1,8 million de dollars dans 28 écoles.

Pour terminer, je voudrais reconnaître et souligner le dévouement et le professionnalisme des employés du ministère de l'Éducation et les remercier des efforts continus qu'ils déploient afin de répondre aux besoins des apprenants de l'Île à l'intérieur du continuum d'éducation continue.

Je vous prie d'agréer, Monsieur le Ministre, l'expression de ma considération respectueuse.
La sous-ministre de l'Éducation,

Shauna Sullivan Curley, C.R.

Year in Review

The Department of Education launched several new initiatives and built on existing programs during the 2002-2003 fiscal year.

- Officially opened a $1.3 million addition to Parkdale Elementary School in April 2002, which included a new gymnasium, storage areas and parking lot improvements.
- Officially opened the new Francophone school and community centre, École-sur-Mer and Le Centre Belle-Alliance, in Summerside enabling residents to access French first language education in their own community.
- Officially opened a $2.2 million addition to Miscouche Consolidated School in November 2002. The 11,500 square foot addition includes classrooms, music room, library, computer lab, multi-purpose room, new gym floor and parking lot improvements.
- Completed a $3.5 million addition and renovation project at Kinkora Regional High School, which includes a new gymnasium, library, computer lab, two-storey multi-purpose room, soccer field and classroom upgrades.
- Invested $1.8 million in capital repairs at 28 schools.
- Provided an additional $1.2 million to school boards to hire 8.5 additional teachers and meet increasing demand for services for students with special needs, technology support and operating costs.
- Completed the full implementation of a $1.8 million program to develop, test and implement new mathematics curriculum for kindergarten through to the Grade 12 level over a three-year period.
- Completed Phase One of the Provincial Autism Strategy whereby three full-time teachers were dedicated to support students with Autism Spectrum Disorder.
- Added one Reading Recovery™ teacher leader in support of the Reading Recovery™ program improving early literacy for Grade 1 students across the province.
- Established a new Division of Technology in Learning and opened a new Education Technology Centre to further support the integration of technology in curriculum and classrooms.
- In partnership with the Computers for Schools program, replaced 700 older classroom computers with Pentium computers to support utilization of new software and increased access to the Internet.

Parkdale Elementary

École-sur-Mer, Summerside

Miscouche Consolidated

Kinkora Regional High

- Provided additional resources and in-service support to enhance teaching strategies for struggling readers.
- Provided $180,000 through the Industry Canada GrassRoots program to 59 schools to support student Web site development projects.
- Provided additional resources and in-service support for Aboriginal education and diversity issues.
- Provided peer education training to 244 high school students to present information to Grade 7 students on alcohol, drugs, tobacco and decision-making.
- Completed a three-year pilot of community-based kindergarten in PEI, which now serves 1,605 students in 90 kindergarten programs and reaches 98 per cent of the eligible kindergarten population.
- Completed implementation of new mathematics and language arts curriculum for kindergarten and provided the required mentoring and in-service support.
- Provided funding of $50,000 for additional kindergarten program resources.
- Introduced new policy which in the near future will require children to be six-years-old when they begin school, to ensure that they are prepared to succeed in school.
- Completed a commitment to increase base funding to both the University of Prince Edward Island (UPEI) and Holland College by $1 million per year for three years.
- Provided funding of $450,000 to add 14 seats at the UPEI School of Nursing.
- Provided $300,000 to Atlantic Veterinary College to enhance teaching and research.
- Provided $400,000 to Holland College for the Aerospace and Industrial Technology Centre.
- Provided funding of $100,000 to the Community Service Bursary Program which provides bursaries to high school students who perform volunteer work.
- Continued to work in partnership to develop a career promotion strategy to address skill shortages in health and trades occupations and professions.
- Reintroduced the French Immersion Program at Glen Stewart Elementary School.
- Granted permanent status to École St-Augustin and Centre scolaire-communautaire français de Prince-Ouest.

Bilan de l'année

Le ministère de l'Éducation a lancé plusieurs nouvelles initiatives et poursuivi les programmes existants durant l'exercice 2002-2003.

- En avril 2002, nous avons officiellement ouvert une annexe de 1,3 million de dollars à l'École élémentaire Parkdale, comprenant un nouveau gymnase, des aires d'entreposage et des améliorations au parc de stationnement.
- Nous avons inauguré officiellement la nouvelle école francophone, École-sur-Mer, et le nouveau centre communautaire francophone, Centre Belle-Alliance, à Summerside, ce qui donne aux résidants l'accès, dans leur localité, à une éducation dans leur langue maternelle.
- En novembre 2002, nous avons ouvert officiellement une annexe de 2,2 millions de dollars à l'École régionale de Miscouche. L'annexe de 11 500 pieds carrés comprend des salles de classe, une salle pour la musique, une bibliothèque, un laboratoire d'informatique, une salle à usages multiples, un nouveau plancher pour le gymnase et des améliorations au parc de stationnement.
- Nous avons terminé un projet de rénovation et de construction d'une annexe d'une valeur de 3,5 millions de dollars à l'École secondaire régionale de Kinkora. Le projet comprend un nouveau gymnase, une bibliothèque, un laboratoire d'informatique, une salle à usages multiples de deux étages, un terrain de soccer et des améliorations aux salles de classe.
- Nous avons investi 1,8 million de dollars dans des travaux de réparation dans 28 écoles.
- Nous avons versé 1,2 million de dollars de plus aux conseils scolaires pour l'embauche de 8,5 nouveaux enseignants et pour satisfaire à la demande accrue de services pour les élèves ayant des besoins particuliers et pour le soutien technologique et les dépenses de fonctionnement.
- Nous avons terminé la mise en oeuvre intégrale d'un projet de 1,8 million de dollars visant à élaborer, à tester et à mettre en place, sur trois ans, un nouveau programme d'études en mathématiques pour les niveaux de la maternelle à la 12^{e} année.
- Nous avons terminé la phase un de la Stratégie provinciale sur l'autisme et affecté trois enseignants à temps plein pour fournir un soutien aux élèves ayant un trouble du spectre autistique.
- Nous avons recruté un nouvel enseignant moniteur pour le programme « Reading Recovery » qui vise à offrir une intervention précoce aux enfants de la 1re année qui ont de la difficulté à lire et à écrire dans la province.
- Nous avons créé une nouvelle division des technologies d'apprentissage et ouvert un nouveau centre des technologies d'éducation pour favoriser l'intégration de la technologie dans les programmes d'études et les salles de classe.
- En partenariat avec le programme « Ordinateurs pour les écoles », nous avons remplacé 700 vieux ordinateurs de salle de classe par des ordinateurs Pentium afin de permettre l'utilisation de nouveaux logiciels et d'améliorer l'accès à Internet.
- Nous avons fourni des ressources additionnelles et un soutien sur place afin d'améliorer les stratégies d'enseignement destinées aux lecteurs ayant des difficultés.

- Dans le cadre du programme Rescol à la Source d'Industrie Canada, nous avons versé 180 000 dollars à 59 écoles pour appuyer les projets scolaires de développement de sites Web.
- Nous avons offert des ressources et un soutien additionnels pour l'éducation sur les questions autochtones et les questions liées à la diversité.
- Nous avons offert une formation en éducation par les pairs à 244 élèves du secondaire pour leur permettre de présenter de l'information aux élèves de 7e année sur l'alcool, les drogues, le tabac et la prise de décisions.
- Nous avons mené à bien un projet pilote de trois ans visant à créer des maternelles en milieu communautaire, à l'Île, et qui accueille maintenant 1 605 enfants au sein de 90 programmes de maternelle et atteint 98 % de la population admissible à la maternelle.
- Nous avons terminé la mise en oeuvre d'un nouveau programme d'études en mathématiques et en arts du langage pour la maternelle et offert l'encadrement et le soutien interne connexe.
- Nous avons offert 50 000 dollars pour l'achat de ressources supplémentaires pour les programmes de maternelle.
- Nous avons élaboré une nouvelle politique qui exigera bientôt que tous les enfants aient 6 ans au moment de commencer l'école, et ce afin de s'assurer qu'ils soient mieux préparés pour réussir à l'école.
- Nous nous sommes engagés à accroître de 1 million de dollars par année, pendant trois ans, le financement de base consenti à l'Université de l'Île-du-Prince-Édouard (UPEI) et au Collège Holland.
- Nous avons versé 450 000 dollars à l'École des sciences infirmières de UPEI pour lui permettre d'accueillir 14 nouvelles étudiantes.
- Nous avons consenti 300 000 dollars au Collège vétérinaire de l'Atlantique pour l'amélioration de l'enseignement et de la recherche.
- Nous avons offert 400 000 dollars au Collège Holland pour l'Aerospace and Industrial Technology Centre.
- Nous avons versé 100 000 dollars au programme de bourses en travail communautaire offrant des bourses aux élèves du secondaire qui font du bénévolat.
- Nous avons continué le travail en partenariat afin d'élaborer une stratégie de promotion de carrière qui tient compte de la pénurie de main-d'oeuvre qualifiée dans les professions de la santé et les métiers.
- Nous avons rétabli le programme d'immersion en français à l'École élémentaire Glen Stewart.
- Nous avons accordé le statut permanent à l'École St-Augustin et au Centre scolaire-communautaire français de Prince-Ouest.

Results Achieved

The Strategic Plan for the Department of Education outlines five goals:

- Improve lifelong learning outcomes in PEI;
- Increase public and client satisfaction with department programs and services;
- Improve employee satisfaction;
- Improve collaboration with and influence on education partners, departments, governments and institutions who have an impact on our clients and
- Improve accountability.

Goal #1 – Improve lifelong learning outcomes in PEI

Ensure equitable opportunities for lifelong learning throughout the learning continuum so that individuals may develop to their full social, intellectual, economic, cultural and physical potential. There are seven lifelong learning outcomes which are monitored by the Department of Education. They are:

- *Literacy,*
- *Citizenship,*
- *Knowledge and skills,*
- *Healthy active lifestyles,*
- *Communication,*
- *Appreciation of the arts and*
- *Information technology competence.*

New gymnasium officially opened at Parkdale Elementary School – April 2002

Literacy

International Adult Literacy Survey (IALS)

Literacy is central to the well-being of both individuals and nations. While there has been little change in the literacy profiles in Canada in the past five years, new graduates from Canadian secondary schools since 1989 are generally more literate than the previous cohorts.

IALS concludes that literacy skills are required every day – and daily practice of reading, writing and calculating sustains and enhances them. Consequently, the literacy activities of Canadians at work, at home and in the community are critical in determining the population's literacy levels.

Presently, the data available for adult literacy levels, by age group, comes from the 1996 International Adult Literacy Survey. The second IALS was conducted in 2003, and will produce more current and much needed data in this area. The report will be available in December 2004.

IALS uses a five level scale to indicate the literacy skills of adults. Individuals achieving Level 1 are those with the lowest literacy level and those achieving Level 5 are among the most literate. According to the last released results from IALS (1996), the Atlantic region has 25 per cent of the population with Level 1, 27 per cent with Level 2, 32 per cent at Level 3 and 15 per cent at the highest levels 4 and 5. Research suggests that it takes at least five years after implementation of interventions to show an increase in literacy rates within a society.

Education Minister, Jeff Lantz, tries his hand at entering the literacy "Want to Read Better?" stock car

School Achievement Indicators Program (SAIP)

The purpose of this national assessment is to provide ongoing information on the performance of 13-year-old and 16-year-old students in one of three critical subject areas: reading and writing, mathematics or science. The assessment has been sponsored by the Council of Ministers of Education, Canada (CMEC) every year since 1993.

The 2002 SAIP Writing assessment consisted of a written assessment administered to 1,221 randomly selected students in Island schools. The assessment was written in the spring of 2002 and results were received in February 2003. Results are reported using a four-level scale – Level 1 through Level 4. Level 1 represents the lowest level whereas Level 4 represents the highest.

13-year-old students

The results of the 2002 SAIP Writing assessment indicate that more than 80 per cent of 13-year-old students in Prince Edward Island met and surpassed writing expectations. The expectation, set by a National Expectation Setting Panel, was that 83 per cent of 13-year-olds would perform at Level 2 on the assessment.

In the 13-year-old assessment, most provinces, including Prince Edward Island, performed statistically the same. The three provinces which scored statistically significantly higher than the other provinces were Manitoba, Ontario and Quebec.

16-year-old students

The expectation of the National Expectation Setting Panel was that 70 per cent of 16-year-olds would perform at Level 3 on the assessment. More than 50 per cent of 16-year-old students in Prince Edward Island met and surpassed this expectation. Two provinces, Quebec and Manitoba, performed statistically significantly higher than the other provinces in the 16-year-old assessment.

The Council of Ministers of Education, Canada (CMEC) produces a companion document to accompany the results which contains information gathered from students, teachers and principals on the context of the education system as they relate to the results of the assessment. Some of these contextual highlights included:

- The percentage of 13-year-old students reporting average marks of 70 per cent or more in language arts was 83 per cent in PEI compared to 71 per cent in Canada.
- The percentage of 16-year-old students reporting average marks of 70 per cent or more in language arts was 67 per cent in PEI compared to 62 per cent in Canada.
- The percentage of 13-year-old students who reported feeling good about school was 76 per cent in PEI compared to 71 per cent in Canada. The percentage of 16-year-old students who reported feeling good about school was 74 per cent in PEI compared to 69 per cent in Canada.
- In PEI, 37 per cent of 13-year-olds read one hour or more per week, compared to 46 per cent in Canada. In PEI, 44 per cent of 16-year-olds read one hour or more per week, compared to 45 per cent in Canada.
- Ten per cent more students in PEI had daily newspapers and magazines in the home, compared to the Canadian average of 66 per cent.

Citizenship

A civic society reflects demonstrated involvement in community and government at local and global levels with respect to social, cultural, environmental and economical issues. Citizenship includes: vision, leadership, understanding and respect for others and participation in the democratic process.

Voter participation rates

Municipal Elections

Voter turnout rates for municipal elections were approximately 60 per cent (November 2000).

Provincial Elections
Percentage of Voter Turnout

Date of General Election	Percentage Voter Turnout
May 11, 1970	87%
April 29, 1974	82%
April 24, 1978	86%
April 23, 1979	84%
September 27, 1982	78%
April 21, 1986	88%
May 29, 1989	81%
March 29, 1993	81%
November 18, 1996	85%
November 17, 2000	85%

Federal Elections
Percentage of Voter Turnout

Date	1993	1997	1998	2000
PEI	73%	73%	85%	73%
Canada	70%	67%	75%	61%

Crime rates

Crime rates have declined since 1996. Prince Edward Island has a crime rate of 8,484 per 100,000 (2002). Canada's crime rate is 8,387 per 100,000 (2002).

Knowledge and Skills

The learning outcome refers to the ability to think critically, acquire and apply knowledge and skills, solve problems and make informed decisions.

Highest level of educational attainment

Highest Level of Education
Individuals Aged 20 and Older

	PEI	Canada
Less than High School		
1995	32.5 %	25.7 %
2001	25.1 %	22.2 %
High School Graduation		
1995	39.7 %	41.0 %
2001	25.8 %	28.1 %
Post-secondary Graduation		
1995	27.8 %	33.4 %
2001	49.1 %	49.6 %

Statistics Canada: CCHS, 2000/01; NPHS, 1994/95

Participation rates in adult education and training (17-years-old and older)

Holland College Enrolments

			Institute of Adult and Community Education (IACE)	
School Year	**Full-time**	**Part-time**	**Full-time**	**Part-time**
1993/94	2,322	9,289		
1994/95	2,305	8,341		
1995/96	2,351	7,231		
1996/97	2,228	7,701		
1997/98	2,451	7,255		
1998/99	2,567	6,679	459	1,474
1999/00	2,529	6,211	592	1,546
2000/01	2,379	6,707	640	1,462
2001/02	2,347	8,986	521	1,971
2002/03	2,366	7,422	374	1,670

University of PEI Enrolments				
Schooi Year	Full-time	Part-time	Summer	Veterinary
1992/93	2,507	914	1,450	194
1993/94	2,473	776	1,429	196
1994/95	2,318	588	1,140	200
1995/96	2,204	477	1,130	197
1996/97	2,200	497	1,083	208
1997/98	2,198	483	1,081	216
1998/99	2,175	480	1,150	222
1999/00	2,322	498	1,320	232
2000/01	2,462	602	1,233	239
2001/02	2,513	566	1,298	231
2002/03	3,030	569	1,428	232

Healthy Active Lifestyles

The learning outcome refers to the understanding of the benefits of, and demonstration of, an active and healthy lifestyle.

Percentage distribution of Islanders over levels of physical activity

Physical Activity Level Percentage of Population Age 12+ by Year		
	PEI	Canada
Inactive		
1995	62.3 %	54.6 %
2001	52.0 %	49.1 %
Moderate		
1995	18.2 %	20.8 %
2001	20.7 %	21.6 %
Active		
1995	13.1 %	18.6 %
2001	19.6 %	21.0 %

Statistics Canada: CCHS, 2000/01; NPHS, 1994/95

Percentage and rate of smoking

	Male		Female	
	PEI	Canada	PEI	Canada
1966	54 %	54 %	28 %	33 %
1975	44 %	44 %	30 %	32 %
1986	34 %	31 %	28 %	27 %
1990	35 %	30 %	25 %	27 %
1995	36 %	26 %	19 %	23 %
1997	36 %	26 %	18 %	21 %
1999	33 %	24 %	22 %	21 %
2001	26 %	24 %	23 %	19 %

Statistics Canada: CCHS, 2000/01; NPHS, 1994/95

Percentage and rate of alcohol and drug use by age

Frequency of drinking 5+ drinks per occasion in past 12 months

		PEI	Canada
1995	never	48.8 %	53.4 %
	less than 12 times	32.1 %	30.8 %
	heavy drinking	17.5 %	13.9 %
2001	never	52.9 %	55.6 %
	less than 12 times	23.3 %	23.3 %
	heavy drinking	23.1 %	20.1 %

Statistics Canada: CCHS, 2000/01; NPHS, 1994/95

Percentage of current drinkers age 12 +, by year, PEI

	12-19 years	20-34 years	35-49 years	50-64 years	65+ years
Male	44.1	42.9	31.1	27.5	10.3
Female	28.3	22.7	11.3	3.61	1.44

Statistics Canada: CCHS, 2000/01; NPHS, 1994/95

Communication

The learning outcome refers to the ability to exchange and understand information through a variety of media.

Percentage of students taking courses in French in PEI

French Immersion: 17 per cent (3,972 students)
Core French: 45 per cent (10,546 students)
French First Language: .02 per cent (630 students)

Number of residents who report themselves as bilingual in PEI

2001 15,990 residents
1996 14,570 residents

Appreciation of the Arts

The learning outcome refers to the awareness of various forms of artistic expression and the ability to find personal meaning and relevance within the arts.

Number of learning opportunities at community schools

There are 33 sites throughout the province offering approximately 150 different programs by 150 volunteer instructors.

Number of students attending community schools

Approximately 4,000 students attended community schools.

Information Technology Competence

The learning outcome refers to the ability to understand and use information technologies effectively for daily living and work experiences.

Computer Support in Schools

Computer Type	Numbers at March 31, 2001	Numbers at March 31, 2002	Numbers at March 31, 2003
386 and below	307	104	76
486	2,254	1,449	748
Pentium below 266MHz	646	787	1,091
Pentium 266MHz and above	967	2,192	2,649
Total Computers	4,174	4,532	4,564

(Technology in Learning Division, 2002)

Goal #2 – Increase public and client satisfaction with department programs and services

The department exists to provide many diverse opportunities for learning through educational programs and services. The department will strive to improve the quality of programs and services.

Public satisfaction

The Public Opinion Survey was not completed for the reporting period.

Client satisfaction

This information is not available for the 2002-2003 reporting period.

Goal #3 – Improve employee satisfaction

Employee satisfaction is linked to performance and opportunities for professional development. The Department of Education standard for employee satisfaction is 90 per cent of employee respondents reporting that they are satisfied or very satisfied for all questions on the Employee Satisfaction Survey.

There were 39 items where the respondent was asked to indicate the level of satisfaction, on a scale of 1 (*very dissatisfied*) to 5 (*very satisfied*), for each item.

The subject of wellness was introduced in the 2002 Employee Satisfaction Survey. The respondent was asked to indicate the level of satisfaction, again on a five-point scale where 1 represented (*very dissatisfied*) and 5 (*very satisfied*), with the priority areas identified in the Department of Education results for the Health Canada Survey (May 2001): nutrition, exercise, weight management and stress management.

There was a section for comments where respondents were invited to provide suggestions for change or expand on answers provided in the other sections of the survey.

Employee satisfaction

Items that met or exceeded the standard of 90 per cent	10
Items that met or exceeded the objective of 80 per cent and less than 90 per cent	20
Items that were less than the objective of 80 per cent	9

The following statements received a rating of less than the 80 per cent objective for the reporting period:

Your direct supervisor is directing your work	77.8 %
Expected results are clearly defined in the areas for which you are responsible	77.8 %
Satisfaction with your pay	75.2 %
That communication is open throughout the department	75.2 %
With your training and development opportunities	72.7 %
That there is co-operation between work units	72.6 %
With your performance development process	64.9 %
That your workload is fair and reasonable	64.1 %

Percentage of completed performance development plans

Approximately 17 per cent of full-time employees completed performance development plans.

Goal #4 – Improve collaboration with and influence on education partners, departments, governments and institutions who have an impact on our clients

The department will fulfil its role as the leader, responsible for the quality of lifelong learning opportunities within the province in collaboration with educational partners, departments, governments and institutions.

Number of in-force service level agreements

- Aliant/Department of Education

Number of memorandums of understanding

- Canadian Institute of Reading Recovery/Department of Education
- The Minister of Industry (Statistics Canada)/Department of Education
- Atlantic Provinces Community College Consortium/Department of Education
- Maritime Provinces Higher Education Commission/Department of Education

Number of memorandums of agreement

- HRDC/Holland College (Institute of Adult and Community Education) and Department of Education – Literacy/ABE Program
- Canadian Heritage/Department of Education

Goal #5 – Improve accountability

The department is committed to performing its fiscal responsibility by allocating funds to strategic initiatives and monitoring the cost effectiveness of programs and services.

Accountability is assessing and reporting on the results of actions and strategies, compared with the planned or expected results. The department is committed to being accountable for programs, services and fiscal results.

Expenditures per student (Kindergarten and Grade 1 to 12)

Expenditures per student – Kindergarten = $1,822 per child (This amount includes direct instruction and support, administration and operations.)

Expenditures per student – Grade 1 to 12 = $6,049 per child (This amount includes overall expenditure, direct instruction and support, administration and operations.)

Expenditures for post-secondary education

Expenditures for post-secondary education are $53,112,200. This includes administration, apprenticeship and training, post-secondary institutional grants and Student Financial Assistance.

Variance from net budget

The Finance and School Board Operations Division is responsible for budget development, monitoring and control. The following table shows the department's original budget for 2002-2003, along with forecasted year-end expenditures. The table illustrates that the department expended $5,479,800 more than initially budgeted while collecting $2,864,500 more revenue than initially budgeted.

For the fiscal year 2002-2003 the department had a variance from its original budget of approximately 1.3 per cent or $2,615,300. In the previous year, ending March 31, 2002, the department had a net budget variance of 0.9 per cent.

The following table accounts for the major variations from the department's original budget.

Variations from Department's Original Budget
2002-2003

Item	Cost	Associated Revenue	Net Cost
Decreased Department Spending (primarily due to Workforce Adjustment Program)	<$390,900>	0	<$390,900>
Increased Tuition Fee Revenue	0	$94,500	<$94,500>
Labour Market Development Fund (primarily due to increased participation rates, curriculum materials for Holland College and an extended agreement period)	2,770,000	2,770,000	0
School Construction (Completion of Kinkora High School early)	1,330,000	0	1,330,000
Additional Funding to School Boards (primarily wages for additional positions)	1,770,700		1,770,700
	$5,479,800	<$2,864,500>	$2,615,300

Federal value of cost-shared projects

Federal/Provincial Programs	
Computers for Schools Program	$71,600
Grassroots Program	$45,900
Canada/Prince Edward Island Labour Market Development Agreement	$3,552,000

Official Languages in Education Agreements	
Bilateral Agreement	$984,000
La Société éducative de l'Île-du-Prince-Édouard	$300,000
Pilot French Schools	$425,000
Summerside French School Construction	$300,000
Total	$5,678,500

Number of program evaluations

- Evaluation 2002 – Institute of Adult and Community Education
- Summer Tutoring Program for Kids
- Evaluation of Youth Services Worker and Resource/Special Education Teacher Field Trial
- Career Expo
- Evaluation of the Current Kindergarten Funding Model
- Evaluation of Project Let Older Volunteers Educate (L.O.V.E.)
- Reading Recovery™ Site Report (2001-2002)
- Rapport d'évaluation – enseignement dans la langue de la minorité et dans la langue seconde

Compliance status with the French Language Services Act Policy and Guidelines

The department continues to work with the implementation plan for the *French Languages Services Act* and its requirements.

Percentage of private school inspections completed

Private Schools – 100 per cent

Percentage of kindergarten inspections completed

Kindergartens – 70 per cent

Number of annual report submissions from educational partners

Annual report submissions were received from:

- University of Prince Edward Island (UPEI)
- Holland College
- Western School Board
- Eastern School District
- La Commission scolaire de langue française
- Maritime Provinces Higher Education Commission (MPHEC)

Allocation of resources to programs and initiatives

Department Performance Against Original Budget

Budget Area	Original Budget 2002-2003	Forecast Budget 2002-2003
Policy, Planning and Evaluation	$437,900	$375,500
Finance and School Board Operations	137,987,500	140,880,500
Public Education (including Kindergarten)	3,335,000	3,125,900
English Programs	2,570,200	2,570,200
French Programs	1,389,800	1,341,300
Student Services	2,393,100	2,408,700
Continuing Education and Training	50,318,900	53,112,200
Technology in Learning	3,491,300	3,397,200
Total Department	201,923,700	207,403,500
Revenue – All Sources	7,409,400	10,273,900
Net Department Budget	194,514,300	197,129,600
Other Budget Responsibility:		
Island Regulatory and Appeals Commission	$1,065,100	$1,065,100

New addition at Miscouche Consolidated School – November 2002

Department of Education Strategic Plan

Vision, Mission, Principles and Goals

Vision Statement

Prince Edward Island is a place where learning is highly valued. All individuals have the opportunity to develop their full social, intellectual, economic, cultural and physical potential. The Department of Education is the leader in ensuring equitable opportunities for lifelong learning. We work with individuals, communities and other partners to enable them to value the past, embrace the present and shape the future.

Mission Statement

The mission of the Department of Education is to make its vision a reality by providing leadership in the pursuit of excellence; and by creating effective learning opportunities for all. Specifically, the Department of Education is responsible for acceptable results in the following areas:

- quality of legislation, regulation and policies for public education, continuing education and training;
- quality of programs and services for public education, continuing education and training;
- public and client satisfaction with the department's programs and services;
- accessibility and equity of programs and services and
- employee satisfaction.

Guiding Principles

The Department of Education is responsible for ensuring equitable learning opportunities for lifelong learning in Prince Edward Island.

Values, beliefs and principles are the foundation for leadership and decision-making within the organization. The Department of Education believes that an informed and knowledgeable citizen is critical for a vibrant, democratic society.

We value:

- our human resources,
- public service,
- timely and relevant communication,
- innovation and creativity,
- delivery of high-quality services and
- honesty and respect.

We believe that:

- responsibility for learning is shared among individuals, families and communities;
- everyone has the right to learn;
- learning occurs in many different ways, in many different places and at many different ages and
- all learners have the right to access learning opportunities to enable them to reach their potential.

Our values and beliefs are reflected in organizational principles which are vital to a healthy work environment.

- The mission statement for the Department of Education will form the basis for decision- making.
- The divisional and sectional roles and responsibilities must be clearly reflective of the department's vision, mission, values and beliefs.
- The roles and responsibilities of individuals in the department will be clearly defined.
- The accountability framework for the department will include a monitoring system for measuring results.
- A good communication plan is essential for a well-functioning workplace. It must include timely information, flowing across the organization.
- Every individual in the department recognizes the value of teamwork, and will be encouraged to take advantage of opportunities for working together. Co-operation means respect for others. The department will promote an atmosphere for the creative exchange of information and ideas.
- Staff initiative and empowerment to complete the job at hand is critical for success. The department will provide training and professional development opportunities to staff to develop their skills and abilities.
- Co-operation among partners in education is fundamental to the success of our mission.

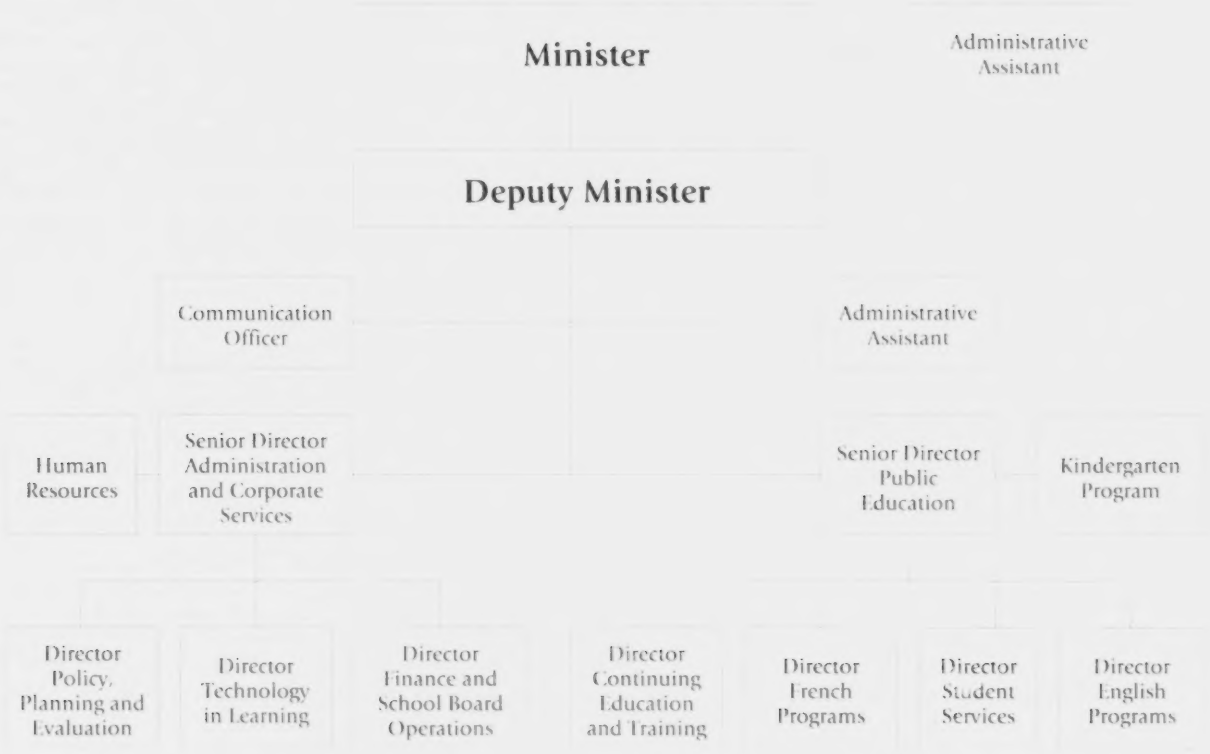
Goals

- Improve lifelong learning outcomes in PEI
- Increase public and client satisfaction with department programs and services
- Improve employee satisfaction
- Improve collaboration with, and influence on, education partners, departments, governments and institutions who have an impact on our clients
- Improve accountability

Ground broken at Kinkora Regional High School – June 2002

Department of Education Organization Chart

as of March 31, 2003



Minister's Roles and Responsibilities

The Minister shall:

- define the goals, standards, guidelines, policies and priorities applicable to the provision of education in Prince Edward Island;
- research and assess changing needs, trends and approaches in education, and develop and implement strategic plans;
- provide leadership and coordination in developing curriculum, defining curriculum, articulating curriculum standards and assessing and evaluating programs at each level;
- establish expected outcomes and standards of performance and assess the extent to which outcomes are achieved and standards are met;
- establish policies for the provision of special education services;
- establish rules respecting the granting of credits, provincial certificates and diplomas;
- establish the school calendar in accordance with the regulations and
- establish an accountability framework for the school system.

The Minister may:

- approve and establish courses of study, including the amount of instruction time;
- approve educational programs and instructional material for use in the schools and educational resource materials in support of educational programs;
- prohibit, where the Minister considers it necessary, the use of educational programs or instructional materials in schools;
- approve the conduct of pilot, experimental or local programs in schools;
- establish such policies respecting educational services as the Minster considers necessary;
- establish policies respecting the assessment and evaluation of students;
- establish classes and categories of instructional licences and authorizations to substitute for teachers;
- determine the number and type of positions in each school board and
- take such action as the Minister may consider necessary for the purpose of carrying out the Minister's powers, responsibilities or functions under the *School Act*, 1993, c.35, s.7; 1994, c.56, s.4; 1996, c.40, s.1.

Deputy Minister's Roles and Responsibilities

The Deputy Minister of Education is responsible to the Premier and to the Minister of Education and is a member of the senior management team within government. As the senior public service employee in the department, the deputy minister is responsible for leadership in promoting lifelong learning by achieving acceptable results in:

- quality of legislation, regulation and its enforcement for all acts assigned to the department;
- quality of programs and services in public education, continuing education and training;
- quality of policies in public education, continuing education and training;
- public satisfaction with the department's performance;
- client satisfaction with department's programs and services;
- quality of educational and other departmental outcomes;
- impact of the department's programs and services on educational, economic, social and cultural outcomes;
- cost effectiveness of the department's programs and services and the condition of the department's finances;
- employee satisfaction and performance;
- occupational health, welfare and safety of department employees and
- condition of the department's physical assets.

Roles of Divisions

Public Education Branch

The *Public Education Branch* is responsible for the education continuum which encompasses kindergarten through to the variety of adult learning systems. The branch carries out its work through four divisions and one section.

Continuing Education and Training

The *Continuing Education and Training Division* is responsible for facilitating the delivery of education and human development programs and services to Prince Edward Island lifelong learners and ensuring that learners have access to post-secondary education. Within this division, there are three work units:

- Post-secondary Education and Continuing Education,
- Apprenticeship Training and
- Student Financial Services.

English Programs

The *English Programs Division* is responsible for providing English language curriculum and curriculum support services to teachers and students from Grade 1 to Grade 12. The division provides leadership, coordination and support in the development and maintenance of quality learning programs, courses and resources for the Prince Edward Island public school system.

French Programs

The *French Programs Division* is responsible for developing, implementing, evaluating and supporting high-quality curriculum, programs and services to meet the needs of students in the public school system of PEI (Grade 1 to Grade 12) and provides opportunities for French language acquisition. These programs are made available to three sectors of the educational system: French as a first language, French immersion and core French.

Student Services

The *Student Services Division* is responsible for providing leadership, services and support in the following areas: special education, youth leadership, career development, Provincial Adolescent School, alternative education programs, school counselling, tutoring, services to children who have visual or hearing impairments, diversity education and aboriginal education. The division provides special learning materials, monitors home schooling and coordinates other programs including youth initiatives such as Allied Youth and the Duke of Edinburgh awards. The division establishes criteria for, and supports, the provision of teacher assistants.

Kindergarten Programs

The *Kindergarten Programs Section* is responsible for 90 community-based, publically funded kindergarten programs for five-year-old Island children. The role of this section is to develop curriculum and policy that reflects and supports a unique approach to kindergarten. This section is also responsible for funding a core program, curriculum development and support and communication within government and with the community.

Administration and Corporate Services Branch

The *Administration and Corporate Services Branch* is responsible for the provision of quality services to both internal and external clients in support of the mandate of the department. These services include general administration, financial administration, planning, program evaluation, student assessment, research, technology support, human resources, pension administration and teacher certification. The branch carries out its work through three divisions, one section, the Registrar's Office and the Communication Officer.

Finance and School Board Operations

The *Finance and School Board Operations Division* is responsible for providing administrative and financial support services to the department and to the public education system in compliance with legislation and established government and department policies. The division is responsible for budget development and control, accounting, purchasing, provision of school texts and learning materials, school board payroll support, teacher pensions and school facilities. The division also provides support services and advice on matters of a financial or administrative nature to all other divisions and to school boards.

Policy, Planning and Evaluation

The *Policy, Planning and Evaluation Division* is responsible for providing leadership, advice and support to the department in the areas of: strategic planning, monitoring framework, program evaluation, student assessment, research and analysis, policy development processes, intergovernmental and interdepartmental affairs/issues and special projects.

Technology in Learning

The *Technology in Learning Division* provides support and services for communication and information technology to public schools, the department and school board offices. It is comprised of two sections: Technology in Education and Systems and Technology Services. Technology in Education staff provide support to educators and students in technology curriculum and integration. Systems and Technology Services provides support to clients for local area networks (LANs), all computer hardware and software, Internet connectivity and the wide area network (WAN), department World Wide Web (www) presence, department information systems and office automation projects. (The new division was formed in January 2003.)

Human Resources

The *Human Resources Section* is responsible for human resource planning and development for the department. This section is responsible for the department's payroll.

Registrar's Office

The *Registrar's Office* is responsible for administering regulations pursuant to the *School Act* governing teacher certification, preparing professional qualifications statements for Island-trained teachers seeking employment elsewhere and liaising with school boards and Holland College to ensure current certification and teaching service records are available for all instructional personnel. In addition, the office coordinates a variety of other services such as federally funded Official Languages in Education programs, the Interchange on Canadian Studies program, the Encounters with Canada program and teacher exchange programs. (Note: the Registrar's Office moved to the Public Education Branch in December 2002.)

Communication Officer

The *Communication Officer* reports to the Minister's Office and works with all divisions to ensure consistent information is communicated throughout the department. This position is responsible for the planning, implementing and evaluating a broad range of communications activities for the department and for government. The Communication Officer also coordinates events and announcements related to department programs and initiatives.

Legislative Responsibility

Legislation administered by the Department of Education for which the Minister of Education is responsible:

- *Apprenticeship and Trades Qualification Act*
- *Holland College Act*
- *Island Regulatory and Appeals Commission Act*
- *Maritime Provinces Higher Education Commission Act*
- *Prince Edward Island Hairdressers' Association Act*
- *Private Training Schools Act*
- *School Act*
- *Teachers' Superannuation Act*
- *University Act*

Approved Minister's Directives

Education policy is established under the *School Act* through Minister's Directives. The following directives were approved during the reporting period:

- No. MD 02-01, School Calendar for the 2002-2003 School Year
- No. MD 02-02, Terms and Conditions of Employment for Excluded Supervisory and Confidential Employees of School Boards
- No. MD 02-03, School Board Staffing and Funding Program for the 2002-2003 School Board Fiscal Year
- No. MD 02-04, Terms and Conditions of Employment for Excluded Supervisory and Confidential Employees of School Boards (refer to 02-02)
- No. MD 02-05, Terms of Employment for Non-Instructional Substitutes
- No. MD 03-01, School Calendar for the 2003-2004 School Year
- No. MD 03-02, Special Education Issues Resolution Procedure

Divisional Profiles

For additional information about any program, service or initiative listed in the divisional profiles, please contact the Department of Education at 368-4600 or visit the Web site at *www.edu.pe.ca*.

Public Education Branch

Branch Administration and Kindergarten

Administration

Appropriations were provided for the management of public education. This included appropriations for maintaining provincial databases of student and teacher information.

Kindergarten

Appropriations were provided for the publicly funded, community-based kindergarten system including funds for the purchase of learning materials, curriculum maintenance and support and tuition fee funding for kindergarten programs.

Resources

Fiscal Year	2000-2001	2001-2002	2002-2003
Human Resources – full-time equivalent (FTE)	2	4	4
Administration	$182,217	$145,115	$179,899
Kindergarten	$1,690,845	$2,748,387	$2,924,039
Total	$1,873,062	$2,893,502	$3,103,938

Kindergarten Programs Goals and Results

Goal #1

Contribute to the development of a comprehensive Early Childhood System in Prince Edward Island, by providing a creative and unique publicly funded, community-based kindergarten system grounded in how children learn and develop, and which maximizes opportunities for all children

- There were 1,605 children registered in 90 kindergarten programs.
- The Kindergarten Implementation Pilot ended.
- Kindergarten became a section of the Public Education Branch.
- The Kindergarten Advisory and Kindergarten Curriculum Committees completed their mandates.

Goal #2

Appreciate and build upon existing community-based programs, acknowledging best practices and diversity

- Fifteen "new-to-kindergarten" educators received in-service training in the Atlantic Province Education Foundation (APEF) curriculum.

Goal #3

Address human resource issues such as: wages, benefits, working conditions and training

- The Provincial Kindergarten Program Administrator position was created as a permanent position.
- Department of Health and Social Services and Department of Education each provided $12,500 to the Early Childhood Development Association (ECDA) to hire a part-time Executive Director.
- Four kindergarten mentors provided support with the implementation/integration of the curriculum outcomes.
- The department provided a grant in the amount of $8,600 to the ECDA for professional development.
- The Atlantic Provinces Education Foundation (APEF) Math and Language Arts curriculum were implemented.
- The kindergarten mentors facilitated a session at the Early Childhood Fall Conference.
- The English Kindergarten Consultant facilitated a session for owner/operators/supervisors on the APEF Math and Language Arts curriculum.
- The kindergarten mentors facilitated the winter conference for kindergarten educators.
- In the French kindergarten area curriculum was implemented for *Mathematiques* in September 2002.
- Development of two curriculum titled, *Français* and *Sciences* began.

Goal #4

Promote a system that is effective, cost-efficient and accountable

- A one-time resource grant was provided to kindergarten programs to purchase resources (non-consumables) for their programs.

Goal #5

Provide good communications to Early Childhood Educators, parents and the community on the ongoing development of the program

- An evaluation of the funding model resulted in recommendations being made to government.
- An evaluation of parent satisfaction indicated overall parent satisfaction with the kindergarten program.
- Two regional curriculum support meetings were held in each of the four regions (West Prince, East Prince, Queens and Kings).

Continuing Education and Training

General

Appropriations were provided for post-secondary education coordination, the regulation of private training schools, the operation of the Registrar's Office and the administration of the division.

Post-secondary Grants

Appropriations were provided for post-secondary educational institutions, student financial assistance, Literacy/Adult Basic Education, literacy training and the Community Bursary Program.

Apprenticeship and Training

Appropriations were provided for the administration of apprenticeship training and certification of trades persons.

Resources

Fiscal Year	2000-2001	2001-2002	2002-2003
Human Resources (FTE)	19	16	18
General	$810,728	$885,298	$868,448
Apprenticeship and Training	$322,221	$380,693	$388,632
Post-secondary Grants	$44,791,220	$47,857,786	$51,775,137
Total	$45,924,169	$49,123,777	$53,032,217

Continuing Education and Training Goals and Results

Goal #1

Improve access for continuing education learners

- The Powerline Technician program began in PEI.
- Full-time students in designated trades training at Holland College were registered as apprentices.
- Apprenticeship training was expanded in the carpenter trade.
- Public awareness and outreach initiatives in the area of literacy included:
  - Literacy Stock Car
  - Literacy Pace at the Charlottetown Driving Park
  - Celebration of International Literacy Day
  - Canada Post Awards and a presentation at a Rotary luncheon
  - Distribution of 500 literacy calendars at the Literacy Carousel on Family Literacy Day, February 27, 2003.

- Literacy/Adult Basic Education programs (day and evening) were provided free of charge to learners.
- Twenty private training schools registered with the province.
- Two new private training schools were registered and 16 new programs were approved.
- Advice was provided to approximately 40 students regarding selection of a private training school course.
- The Registrar's Office worked with the Finance and School Board Operations Division to provide the service verification required by school boards.
- A total of 335 Islanders wrote the General Educational Development (GED) test.
- Prior Learning Assessment and Recognition (PLAR) continued to play an ever-expanding role in Workplace Education PEI services. Accomplishments for improving areas over the past fiscal year included the following:
    - announcing the department's support in principle of PLAR;
    - hosting the National PLAR Best Practices Workshop in PEI;
    - participating on a National Steering Committee to develop a facilitator's guide;
    - assisting Holland College in developing PLAR implementation strategy for trades programs;
    - developing a working model for the implementation of PLAR activities into the PEI apprenticeship process;
    - assisting Holland College in piloting the Prior Learning Assessment (PLA) portfolio as a career development tool in the Bluefield High School Transitions Program;
    - assisting high school students in Kensington Intermediate High School to develop portfolios as a component in the Academy of Travel and Tourism Program;
    - assisting UPEI to develop a role for PLA portfolios in continuing education programs;
    - presenting information on PEI PLAR activities both locally and nationally and
    - having a PLAR practitioner who completed the Workplace Education PEI PLAR Certification Level One.

Goal #2

Improve support opportunities for continuing education learners

- Increased financial assistance for apprentices was negotiated with federal partners.
- An Accelerated Youth Apprenticeship Program (ASAP) Bursary Award was created.
- Eight literacy development projects were supported through the federal/provincial funding mechanism with the National Literacy Secretariat to ensure learning opportunities for Islanders and to ensure development of new literacy materials and activities.
- Workplace Education PEI Field Officers attended a two-day, train-the-trainer session titled Screening for Success, to assist in identifying individuals with learning disabilities.
- An instructors manual to accompany the plain language *Guide to Social Assistance in PEI* was created in partnership with the PEI Literacy Alliance.

- At the request of health-care workers in the area of public health and addictions, Workplace Education PEI Field Officers designed and delivered workshops on the principles of adult education.
- Curriculum development began for a workplace wellness program using an essential skills framework to help individuals strengthen their essential workplace skills and make healthier life choices.
- Twenty-three Laubach Literacy Tutors were trained in partnership with the PEI Women's Institute in an effort to reach individuals from the agricultural community.
- A plain language guide was developed for agricultural labels, *Reading the Label Easy as 1,2,3* in partnership with the PEI Agricultural Human Awareness Council.
- The Community Service Bursary Program completed the third year of the three-year pilot. In year three, 289 students received tuition credits valued at $107,505.
- The Registrar's Office provided provincial service to ensure individuals in 100 regulated occupations gain recognition of credentials issued in other Canadian jurisdictions under the Labour Mobility Chapter of the Agreement on Internal Trade.
- See Appendix F for the financial details of Student Financial Services.

Goal #3

Increase the level of learning of the citizenry

- In co-operation with Workplace Education PEI, tradespeople in cook, construction electrician and plumber trades received upgrade training in preparation for writing the certification exam. Thirty of the 40 candidates were successful and received their Red Seal Certificate.
- Technical and safety training was provided for the ASAP youth apprentices.
- A total number of 203 Islanders passed all five tests for the General Educational Development (GED) tests.
- Twenty adult Islanders completed the requirements for the PEI High School Graduation Certificate for Mature Students.
- The Summer Tutoring Program for Kids is an eight-week summer reading program for elementary-school-aged children. In 2002-2003, approximately 600 children identified as having reading difficulties received weekly individual tutoring in reading. Twenty-two tutors were hired through the Summer Career Placement Initiative of Human Resources Development Canada. The PEI Literacy Alliance was the not-for-profit community sponsor. Other partners included the Department of Education, the Community Development Bureau, Provincial Library Service, Eastern School District and La Commission scolaire de langue française.
- Project Let Older Volunteers Educate (Project L.O.V.E.) contributed to increasing literacy skills of Island children through 234 volunteers who worked with approximately 1,500 elementary students.
- Laubach Literacy of Canada – PEI provided 80 volunteers to work with 100 adult learners who were working at increasing their literacy skills.

- Workplace Education PEI (WEDPEI) ensures learning opportunities in the workplace. Programs facilitated at Padinox Inc., Hansen Electric and the City of Charlottetown included preparation for GED, basic computer, effective communication in the workplace and workplace wellness programs.
- The Literacy Initiatives Secretariat facilitated a meeting with representatives from both provincial and federal government departments and the three post-secondary institutions to review the literacy landscape in PEI from 1996 to the present day. Progress was noted and gaps were identified.
- Celebrating Our Children, a workshop on building literacy skills in the early years, was designed and delivered to two groups of pregnant and/or parenting teens who were members of the Graduation Is for Teenmoms (GIFT) and Literacy for Pregnant and Parenting Youth (LIPPY) programs.
- Information sessions about the Storysacks Canada program were presented to a wide variety of community groups. A Storysacks project was funded by the National Literacy Secretariat (HRDC) and an Island-wide Implementation Strategy for Storysacks was developed.
- Workplace Education PEI sponsored two Career Expo events across the province to inform youth about the many career options available to them at various education levels. Over 2,000 students attended the events.
- The number of individuals served through Workplace Education PEI – PLAR are as follows:
  - Program (portfolio development and certification) – 41
  - PLAR Consultations (College, UPEI and Manitoba project) – 37
  - PLAR Presentations – approximately 350.
- See Appendix B for lists of registered apprentices, technical training completed and the number of graduates from trades programs.

Goal #4

Increase the skill level of the workforce relevant to PEI's economic development needs

- The number of new apprentices increased five per cent over last year (see Appendix B).
- Approximately 1,000 adult Islanders returned to learning programs though the Literacy/Adult Basic Education program.
- The General Educational Development (GED) instructors received training in the preparation of students for the GED 2002 tests.
- An Essential Skills Symposium was held for 80 representatives from business, labour, government and educational institutions.
- Workplace Education PEI conducted an organizational review for Cavendish Farms.
- In 2002, 10 PEI students attended the Interchange on Canadian Studies (ICS) in the Northwest Territories.
- Approximately 100 PEI students attended the *Encounters With Canada*, held at the Terry Fox Centre in Ottawa.
- On-the-job training (OJT) opportunities were provided for students from UPEI and Holland College.

Goal #5

Increase learner satisfaction with divisional programs and services

- Apprenticeship training officers visited in excess of 600 employers and apprentices to offer support and advice on apprentice placements.
- Apprentice progress exams, and new logbooks for recording skills development, were developed or updated for six trades.
- The Apprenticeship Information Management System was maintained for approximately 500 apprentices and 100 new journeypersons.
- Apprenticeship satisfaction questionnaires were completed and returned by 251 apprentices who attended in-school, technical training.
- The apprenticeship Web site, ***www.apprenticeship.pe.ca***, was maintained and training schedules and Atlantic curriculum documents were added.
- All Islanders who applied to write the GED tests were accommodated in response to special needs to individual scheduling requirements.
- There was further drafting and consultations on proposed new regulations for the *Private Training School Act*.
- A provincial Association of Career Colleges is under development and is supported by the department through encouragement for the provincial body and through collaboration with the National Association of Career Colleges.
- Student Financial Services operated its satellite office at the University of Prince Edward Island on a part-time basis, providing services to students and staff in the area of student financial assistance.
- Government re-established the Student Financial Services Appeal Board to hear student loan appeals. The Appeal Board is an independent body and hears cases on a monthly basis as needed.
- Student Financial Services hosted information sessions for post-secondary educational institutions and for high schools in the province.
- Student are now able to apply for student financial assistance online at ***www.studentloan.pe.ca***.

Goal #6

Increase learner satisfaction with continuing education's learning opportunities

- All learning opportunities, programs and projects were evaluated to ensure learner satisfaction, to guarantee standards were satisfied and to ensure all programs and projects came under scrutiny for quality control.
- An Evaluation of Project L.O.V.E. was conducted.

Goal #7

Increase employee satisfaction

- Divisional staff participated in various departmental committees.
- Employees were encouraged to take advantage of professional development activities provided by the Department of Education.
- The division supported professional development and training opportunities for employees.
- The division provided flexible work schedules where operational requirements permitted.
- The division provided a friendly, respectful, healthy and safe work environment.
- The division supported and valued the Diversity and Equity Policy of PEI Public Service Commission.
- Workplace Education PEI conducted an Organizational Needs Assessment for divisional staff in preparation for a workplace education program for administration/support staff in response to an expressed need for training.
- A meeting was held to discuss the results of the Employee Satisfaction Survey.

Goal #8

Increase the level of integration and co-operation within the continuing education system on PEI and among continuing education jurisdictions

- Additional PLAR services included: conducting organizational needs portfolios; disseminating PLAR information; providing consulting services to employers, organizations, institutions and adult learners and delivering portfolio development courses.
- Divisional staff actively participated in collaboration with the following organizations and/or committees to improve the post-secondary system outcomes and to improve relationships across government and the community:
    - University of Prince Edward Island (UPEI)
    - Atlantic Veterinary College (AVC)
    - Société Éducative de l'Île-du-Prince-Édouard and Collège de l'Acadie
    - Maritime Provinces Higher Education Commission (MPHEC)
    - Atlantic Provinces' Community College Consortium (APCCC)
    - Council of Ministers of Education, Canada (CMEC)
    - Council of Atlantic Premiers (CAP)
    - Canadian Association for Prior Learning Assessment (CAPLA)
    - Human Resources Development Canada (HRDC)
    - Holland College
    - The PEI Literacy Alliance
    - Atlantic Apprenticeship Directors (AAC)

- Canadian Council of Directors of Apprenticeship (CCDA)
- Interprovincial Standards Examination Committee (ISEC)
- Interprovincial Computerized Examination Management System (ICEMS)

Goal #9

Improve the accountability of the continuing education system

- An evaluation of Accelerated Secondary Apprenticeship Program (ASAP) was conducted.
- A questionnaire was developed to determine apprentice satisfaction.
- A review of the *Apprenticeship and Trades Qualification Act* was conducted.
- Two apprenticeship newsletters were published.
- A new pamphlet for distribution at *Career Days* at the high schools was developed.
- Annual evaluations for all projects and programs were instrumental in ensuring participant satisfaction and in guaranteeing quality control in the Literacy Initiatives Secretariat.
- *Preparation and Expectations: A Survey of Island Grade 12 Students–2002, Report No. 5* was completed.
- Student satisfaction surveys for all courses were conducted.

English Programs

Human Resource Development
Appropriations were provided for the development and delivery of professional development programs in the school system.

Programs – General
Appropriations were provided for divisional management and for various grants relating to the delivery of elementary and secondary programs.

Elementary Programs
Appropriations were provided for the planning, development, maintenance and coordination of authorized elementary level curriculum and the purchase of learning materials for pilot programs.

Secondary Programs
Appropriations were provided for the planning, development, maintenance and coordination of authorized secondary level curriculum and the purchase of learning materials for pilot programs.

Resources

Fiscal Year	**2000-2001**	**2001-2002**	**2002-2003**
Human Resources (FTE)	28	28	22
Human Resource Development	$222,135	$219,403	$242,768
Programs General	$417,909	$460,988	$391,425
Elementary Programs	$743,314	$1,015,604	$867,479
Secondary Programs	$993,994	$1,143,891	$1,032,206
Technology	$662,067	$889,156	*(moved to Technology in Learning)*
Total	$3,039,419	$3,729,042	$2,533,878

English Program Goals and Results

(For a complete list of provincial implementations, approved new local high school pilots and provincial pilots, see Appendix D.)

Goal #1

Improve curriculum, programs and services for students

Primary/Elementary

Activities which contributed to improving curriculum, programs and services for students included the following:

- The English Language Arts Curriculum Pilot Survey was completed by early childhood educators and kindergarten owner/operators.
- All elementary schools with Grade 1 children have begun to implement Reading Recovery™ intervention for at-risk children.
- Field testing and development of *Living off the Land: Agriculture on PEI*, an integrated model theme for Grade 3, took place in several schools.
- The PEI/APEF science curriculum was piloted at grades 1, 2, 3 and 4 in five schools across the Island.
- A primary integration focus group was initiated. Membership included teachers from grades 1, 2, 3, 4 and 5. These teachers began exploring the process of integrating outcomes from a number of subject areas connected by a unifying idea or concept.
- The Department of Education continued as lead writing province for the entry to Grade 4 APEF Social Studies. A field test version draft of the regional curriculum has been completed.
- Creation of the Workers Compensation Board partnership to help develop resources and support around safety concepts for teachers at the primary level was initiated.
- Creation of the Information Literacy Ad Hoc Committee which met twice to establish goals, deal with revisions/additions to Building Information Literacy (BIL) and advocacy support.
- In-services were completed for the third and final group of music teachers and the new *Share the Music 2000* has been acquired for all teachers and students.

Secondary

The Department of Education has supported the development of the following new local programs:

- Agriculture Certificate Program at Kinkora and Kensington (KISH)
- Tourism and Travel Certificate Program at KISH
- Applied Networking Technology Pilot at Westisle and Charlottetown Rural
- Botany 621X at Charlottetown Rural
- Environmental Studies 521X at Bluefield
- Bluefield/Holland College Transitions at Bluefield
- Aviation Maintenance and Repair 802X at Three Oaks (TOSH)
- Technology Arts 801X at Kinkora
- Music 801 at TOSH

Goal #2

Improve resources to support learning and teaching

The following new or supplementary resources to support learning and teaching were either in development or were provided for the following programs:

- Two newly authorized courses in mathematics at the Grade 12 level
- Grade 8, 9 and 10 academic and transitions science courses
- Science at the Grade 7 level
- Grade 7 to 9 mathematics
- Grade 9 mathematics
- Biology 631 and Agriculture 801 field tests
- Language arts Grade 12 and a new implementation at Grade 11
- Pilots of Mathematics 10 and Communications 801
- Field tests of Law 531, Language Arts 10 and Science 10
- Career and Technology courses: Child Care, Welding, Co-op Work Studies, Automotive, Real Life Applications, Industrial Technology, Drafting, Housing, Business Education, Welding and Psychology
- Secondary music programs
- Canadian History 621A
- Provincial Intermediate Instrumental Curriculum for the traditional fiddling program at Donagh Regional School

Primary/Elementary

The following resources to support learning and teaching were developed and/or authorized:

- A second Reading Recovery™ Teacher Leader was hired.
- Professional development resources focussing on literacy development and instruction were provided for each elementary school's professional collection.
- An *Atlantic Canada Reading Assessment Resource* for grades 4 to 6 was in development and a provincial ad hoc committee was established to provide input into the continued development of this resource.
- An English language arts pilot committee continued the work of selecting and evaluating new guided reading books for grades 1 to 3 classrooms.
- Two full-time math mentors assisted in implementing the math curriculum.
- The arts were supported through initiatives such as the Confederation Players school tours, Art Expo, Art to the Schools (Confederation Centre Friends) and through support to Vinook via the Confederation Centre of the Arts.
- Resources to support students in Grade 1 Reading Recovery™ were placed in all elementary schools.
- The *Guidelines for the Evaluation and Selection of Learning Resources* document was developed.
- Resources were provided for the Summer Tutoring Program for Kids.

Secondary

The following resources to support learning and teaching were developed and/or implemented:

- The Super Host Program was provided to all Tourism and Hospitality students.
- The arts were supported through initiatives such as: Confederation Players school tour, Art Expo, Art in the Schools (Confederation Centre Friends) and resources for *Narratives of Nationhood*.
- Funding was provided for the printing of Maritime Band Fest school brochures.
- Intermediate and senior high visual arts curriculum was in the development process.
- A committee was formed to review the Provincial Physical Education Program.
- The Prince Edward Island School Athletic Association Web Page was developed.
- The School Library Handbook was revised and updated.
- An APEF Literacy Committee was formed in May 2003 to develop and produce a resource for grade 7 to 9 teachers that focuses on practical strategies for helping (struggling) students develop reading skills.
- Resources were provided to support a provincial authorization of a Peer Helping course in all high schools.
- A procedures manual was developed for Cooperative Education and Certificate Programs.
- Montague and Three Oaks Senior High Schools received Shop Key software for their automotive labs.
- Bluefield Senior High School received Macro Media software to support their Graphic Arts curriculum.

Goal #3

Improve in-service, as well as other professional development, for educators

Primary/Elementary

In-service was provided in the following pilot area:

- Primary and elementary science pilot teachers received in-service.

In-service was provided to support the following new authorizations:

- Math Mentoring Program for grades 1 to 6
- PEI/APEF Mathematics Curriculum
- *Share the Music 2000* for grades 2, 4 and 6 in 13 schools
- In-service was provided to 10 teachers in Reading Recovery™
- School library personnel received in-service on Appleworks, Corel Gallery and Word Perfect 2000. Licencing procedures were made available to teachers for home use associated with these software packages.

In-service and support to maintain current programs was provided in the following areas:

- English language arts in-service was provided for teachers experiencing a change in assignment.
- Two workshop days for early childhood educators supported their work with the PEI/APEF mathematics curriculum.
- Integration focus groups at the Grade 1, 2, 3, 4 and 5 levels continued to work on model integrated units.
- Mathematics teachers who were "new to level" or "new to the system" at the primary and elementary levels received in-service and support.
- English language arts held information sessions on early reading assessment and evaluation for pre-service teachers at UPEI.
- The 10 Reading Recovery™ teachers, in their training year, received two full days and two half-days on assessment training and administering observational tasks.
- Eighteen additional half-day in-services were held for teachers for instruction in the use of Reading Recovery™ procedures and to improve their knowledge of the reading and writing process.
- Eight half-day in-services were provided to support the continuing Reading Recovery™ teachers who had previously completed their training year.
- The Teacher Leaders from Atlantic Canada, in conjunction with the Canadian Institute of Reading Recovery™ organized a two-day Reading Recovery™ Conference at Mount Saint Vincent in Halifax, NS. Fourteen Reading Recovery™ teachers from PEI attended and their registration was paid by the Department of Education.
- Mentoring was available for resource-based learning and cooperative program planning and teaching as well as support for school library automation and selection of resources.
- In-service and training for all school library personnel was provided on the downloading of patrons from Trevlac to MicroCat. Individual support was provided through telephone/e-mail contact and school visitation from the Resource-based Learning Consultant and/or the school technician.
- Mentoring was provided for physical education and Grade 6 health teachers.
- In-service was provided for the tutors of the Summer Tutoring Program for Kids.

Secondary

In-service was provided in the following pilot areas:

- Math 431A, 531A and Math 611
- Science Grade 8, 9, 10 and Science 421
- English 621A, Communications 801 and English 531
- Canadian History 621A
- The Teaching Strategies Program

In-service was provided in support of the following new authorizations:

- Two mathematics courses in Grade 12 (621A and 621B) and Math 431A
- Science 7 and Science 431
- Tourism and Hospitality 801
- Peer Helping 701/801

- English 521A and English 431
- *Narratives of Nationhood*

In-service and support was provided to maintain current programs in the following areas:

- Career and Technology areas of Home Economics, Industrial Arts, Co-op Work and Automotive
- APEF Curriculum in Language Arts (grades 7 to 9)
- Physics Internet Lab Project
- Chemistry Internet Lab Project
- Agriscience 801
- Intermediate Health in the area of First Aid
- Drama, Visual Arts, PEI Honours Band, Band Days, Conductor's Symposium and Maritime Band Festival
- MicroCat library automation program
- Online tutorials on Building Information Literacy (BIL)
- Mentoring in Resource Based Learning, Co-operative Program Planning and Selection of Learning Resources
- Workplace Hazardous Materials Information System (WHMIS)
- Drama, music and visual arts

Professional Development

The following professional development activities took place:

- MID-CAREER support program
- Funding was provided for the school-based Staff Development Assistance Fund
- Professional Development/In-service Review
- Professional Development Pilot Project in Fortune/Rollo Bay Schools
- Educational Leadership Seminar took place in November 2002
- Provincial Professional Development Committee meetings were held.
- LESTER, a professional development Web site, was updated in both French and English.
- A Math Summer Institute was held.
- Three sabbatical leaves were provided for teachers.
- Financial support was provided for teachers and administrators to attend summer institutes.

The following professional development programs are offered on an annual basis. The majority of these programs are offered in partnership with the school boards and the PEI Teachers' Federation.

- Beginning Teacher Induction Program (72 new teachers and their mentors)
- New Principal Induction Program (eight new principals and their mentors)
- Leadership Development Programs:
    - Leader 1-2-3 (12 participants)
    - Module 1 Working With People (24 participants)
    - Module 2 Leadership for Growth in Teaching and Learning (23 participants)
    - Leadership Seminar Series (25 participants) follow-up (38 participants)
    - PD Chairs Plus 1 Workshop (125 participants)

Goal #4

Increase employee satisfaction

Opportunities in support of professional development were offered as follows:

- Team-building events were held in collaboration with French Programs and Student Services Division.
- Lifelong learning opportunities were provided through the Department of Education's Employee Development Fund.
- Dialogue sessions were conducted.
- The Professional Development library in the Aubin-Arsenault Building was enhanced.

Communication among employees was enhanced through:

- Strategic planning meetings were held.
- Regular meetings for the administrative support staff in the Aubin-Arsenault Building took place monthly.
- The Aubin-Arsenault Staff Handbook was updated and distributed to all staff.
- There were monthly joint staff meetings with the French Programs and Student Services divisions.
- There were monthly meetings with all elementary and secondary consultants.
- There were monthly divisional meetings held with all staff of English programs.

Goal #5

Improve working relationships with all internal and external partners

Primary/Elementary

The following activities improved the working relationship with partners:

- PEI/APEF Science curriculum and Specific Curriculum Outcome Framework resource information sessions were held for principals.
- A number of initiatives took place with the APEF Regional Literacy Committee.
- PEI Agricultural Human Resources Council Inc., Department of Agriculture and the Department of Education developed the resource *Living off the Land: Agriculture on PEI* for Grade 3 students.
- An ad hoc Social Studies Curriculum Committee, composed of teachers and consultants from both English Programs and French Programs, continued to plan and develop a revised Grade 6 PEI history curriculum component.
- Work was undertaken with many culture organizations to provide opportunities and events to enrich and enhance children's educational experiences in Arts and Culture. Some examples were Art to the Schools Program, Confederation Centre of the Arts; Student Art Expo, PEI Council of the Arts; Confederation Centre Art Gallery and Museum Studio/Exhibition Tours; Capital Commission of PEI, Confederation Players; PEI Status of Women's educational Web site project Hands First, International Music Day, PEI Council of the Arts and PEI Department of Cultural Affairs.
- Two elementary newsletters were distributed to all teachers, administrators and board officials.
- The Talk, Listen and Choose (TLC) resource was distributed to elementary schools in PEI.
- Brochures were developed for parents of children in grades 1 to 3 on reading development.

Secondary

The following activities improved the working relationship with partners:

- A secondary newsletter was distributed to all teachers, administrators and board officials.
- PEI had one of six national representatives on the consortium for the SAIP Writing III Assessment.
- The Transitions department heads held several meetings.
- Joint meetings and information sessions were held with high school principals.
- Applications of Working and Learning (AWAL), a one-day professional development project of Human Resources Development Canada, was provided for 20 high school teachers.
- Curriculum revisions were provided by the department to the Institute of Adult and Community Education.
- Business teachers were guests of Atlantic Canada Opportunities Agency (ACOA) at the Business Hall of Fame dinner.
- Workplace Hazardous Materials Information System (WHMIS) training was offered for custodial, cleaning and substitute custodial staff in the Eastern School District (ESD).
- Involvement in PEI IT Week included an art contest and the Plasma Screen Show and T-shirt design.
- Transitions department heads maintain a working relationship with ASAP (Accelerated Secondary Apprenticeship Program).

- Representation on transitions curriculum committees from Holland College have been established in mathematics, science and language arts.
- Creation of the Veterans Affairs Canada (VAC) interactive tour on the art exhibitions of No Man's Land and Yellow Somalia which was converted into a virtual gallery tour for the VAC Web site.
- Assistance for a cultural tour was provided for students from Montague High School through a partnership with the Department of Tourism.
- Transitions provided a variety of linkages to post-secondary institutions as follows:
    - Applied Networking Technology courses at Westisle and Charlottetown Rural transitions students directly into Holland College.
    - Nova Scotia Agriculture College (NSAC) awards credits and other incentives for students registered in the Agriculture Certificate Program at Kinkora and Kensington.
    - Tourism and Travel Certificate Program at Kensington provides advanced standing for entrance to the Atlantic Tourism and Hospitality Institute.
    - Aviation Aircraft Maintenance at Three Oaks enhances entrance into Holland College.
    - Agriscience 801 is a recognized entrance credit at NSAC.
- Accessing and supplying updated Material Safety Data Sheets (MSDS) to science, industrial arts and visual arts curriculum areas continues.
- A partnership to support Hospitality and Tourism education with the Department of Tourism has been identified.
- Community Legal Information Association provided a workshop for all law teachers.
- Department of Environment worked with the Department of Education to support the Environthon.
- Business teachers had the opportunity to meet with their counterparts at Holland College to facilitate improved communication and transitioning for students.
- Work was undertaken with many culture organizations to provide opportunities and events to enrich and enhance children's educational experiences in arts and culture. Some examples were Art to the Schools Program, Confederation Centre of the Arts; Student Art Expo, PEI Council of the Arts; Confederation Centre Art Gallery and Museum Studio/Exhibition Tours; Capital Commission of PEI, Confederation Players; PEI Status of Women's educational Web site project Hands First, International Music Day, PEI Council of the Arts and PEI Department of Community and Cultural Affairs.
- The arts consultant presented sessions to education students at UPEI on visual literacy in the curriculum.
- Safety awareness education for K to 12 curriculum is currently being developed in partnership with the safety coordinator from Occupational Health and Safety.
- Department of Education took an active role in the Bluefield High School transition project with Holland College.

French Programs

General

Appropriations were provided for the development, implementation and maintenance of all programs of study in French First Language, Early and Late French Immersion, Core French and the purchase of texts and materials. Appropriations were also provided for cost-shared programs under the Official Languages in Education Agreement and for a variety of services to schools and school boards in relation to the administration of French programs.

Resources

Fiscal Year	2000-2001	2001-2002	2002-2003
Human Resources (FTE)	12	11	11
General	$1,429,414	$2,169,237	$1,270,584
Total	$1,429,414	$2,169,237	$1,270,584

French Programs Goals and Results

Goal #1

Improve curriculum, programs and services for students

See Appendix D for a complete list.

Goal #2

Improve resources to support learning and teaching

The following resources were improved:

Primary/Elementary

- Math resources were evaluated for grades 1 and 2.
- Resources for classroom libraries in both French immersion and French first language were provided.
- The APEF Social Studies Committee developed resources for elementary and intermediate high students.
- The APEF Committee developed a French first language resource for arts and culture.

Secondary

- Supplemental science resources and lab materials were provided for Grade 7 to Grade 9 French first language and French immersion teachers.
- Approximately, $45,000 worth of French books were purchased and put in the school libraries during this past year.

Goal #3

Improve in-service, as well as other professional development, for educators

The following in-service and other professional development for educators took place:

- Mentors were provided for new teachers or new-to-subject-area teachers.
- Literacy workshops were offered to French first language teachers grades 1 to 3 and resource teachers.
- Literacy workshops were held for teachers at the grades 4 to 8 levels and school principals.
- French first language teachers visited a "model" Grade 1 classroom in Sherbrooke.
- All teachers received two books pertaining to the teaching of literacy skills.
- In-service was provided for grades 7 to 9 science teachers in the use of the new science resource and new course content.
- The division hosted a national conference *Association canadienne des professeurs d'Immersion* and *Association canadienne des professeurs de langue seconde* where numerous workshops were offered for teachers of French immersion, core French and French first language.

Goal #4

Increase employee satisfaction

The following initiatives lead to increased employee satisfaction

- Monthly unit staff meetings with English Programs and Student Services Divisions
- Ongoing discussion from the results of the Employee Satisfaction Survey

Goal #5

Improve working relationships with all internal and external partners

The following activities improved the working relationship with partners:

- Science Fair (judges)
- *Festival des Arts Dramatiques* (coordination)
- *Festival des Arts Dramatiques* (commentators)
- Literacy mentors partnered with schools to provide workshops for parents in the area of literacy.
- The division participated in *La semaine des technologies de l'information 2002* (IT Week).
- An annual meeting was held with all immersion school principals.
- Two editions of *Entre Profs* were published.
- The *French for the Future* conference was held in Charlottetown for Grade 11 and 12 students of French first language schools and French immersion schools.
- A new partnership with UPEI resulted in the establishment of a Bachelor of Education program specializing in French immersion.
- Work continues on projects of common interest between *La Fédération des parents de l'Île-du-Prince-Édouard* and Canadian Parents for French.
- Participation in the organization of French Awareness celebrations.
- Participation in information sessions for parents offered by school boards before French immersion registration.

Programmes en français

Renseignements généraux

Des crédits ont été affectés pour l'élaboration, la mise en oeuvre et le maintien de tous les programmes d'études en français, langue première, en immersion précoce et tardive en français et en français de base et pour l'achat de livres de cours et de matériel. Des crédits ont également été prévus pour des programmes à frais partagés dans le cadre du Programme des langues officielles dans l'enseignement et pour des services variés offerts aux écoles et aux conseils scolaires en vue de l'administration des programmes en français.

Ressources :

Année financière	2000-2001	2001-2002	2002-2003
Ressources humaines (ETP)	12	11	11
Général	1 429 414	2 169 237	1 270 584
Total	1 429 414	2 169 237	1 270 584

Objectifs et résultats des programmes en français :

Objectif numéro 1

Améliorer les programmes d'études, les programmes généraux et les services aux élèves.

Voir la liste complète à l'annexe D.

Objectif numéro 2

Améliorer les ressources à l'appui de l'enseignement et de l'apprentissage

Nous avons apporté les améliorations suivantes aux ressources :

Niveaux primaire et élémentaire

- Les ressources en mathématiques ont été évaluées pour la 1re et la 2e année.
- Nous avons fourni des ressources pour les bibliothèques des classes d'immersion en français et de français langue première.
- Le comité des études sociales de la Fondation d'éducation des provinces atlantiques (FEPA) a mis au point des ressources pour les élèves des niveaux élémentaire et secondaire intermédiaire.
- Le comité de la FEPA a créé une ressource en arts et culture pour le programme de français langue première.

Niveau secondaire

- Des ressources en sciences et du matériel de laboratoire ont été fournis aux enseignants de français langue première et d'immersion en français de la 7e à la 9e année.
- Des livres en français d'une valeur approximative de 45 000 dollars ont été achetés pour les bibliothèques des écoles, au cours de la dernière année.

Objectif numéro 3

Améliorer les occasions de formation interne et de perfectionnement professionnel des éducateurs.

Voici une liste d'activités de formation interne et de perfectionnement professionnel qui ont été organisées pour les éducateurs :

- On a trouvé des mentors pour les nouveaux enseignants ou les enseignants pour qui la matière est nouvelle.
- Des ateliers sur la littératie ont été offerts aux enseignants de français langue première de la 1re à la 3e année et aux enseignants ressources.
- Des ateliers sur la littératie ont été organisés pour le personnel enseignant de la 1re à la 8e année et pour les directeurs et directrices d'école.
- Les enseignants de français langue première ont effectué une visite dans une classe « modèle » de 1re année de Sherbrooke.
- Deux ouvrages sur l'enseignement de la lecture et de l'écriture ont été distribués à tous les enseignants.
- Une formation interne a été offerte aux enseignants de sciences de la 7e à la 9e année sur l'utilisation de la nouvelle ressource en sciences et sur le nouveau contenu de cours.
- La division a été l'hôte d'une conférence nationale de l'Association canadienne des professeurs d'immersion et de l'Association canadienne des professeurs de langue seconde. De nombreux ateliers ont été offerts aux enseignants d'immersion en français, de français de base et de français langue première.

Objectif numéro 4

Améliorer la satisfaction des employés.

Les initiatives suivantes ont permis d'améliorer la satisfaction des employés.

- Des réunions du personnel de l'unité ont été organisées, sur une base mensuelle, avec les divisions des Programmes en anglais et des Services aux étudiants.
- On tient des discussions régulières sur les résultats des sondages menés sur la satisfaction des employés.

Objectif numéro 5

Améliorer les relations de travail avec tous les partenaires internes et externes.

Les initiatives suivantes ont permis d'améliorer les relations de travail avec les partenaires :

- Expo-sciences (juges);
- Festival des arts dramatiques (coordination);
- Festival des arts dramatiques (commentateurs);
- Mentors en alphabétisation jumelés aux écoles pour fournir des ateliers aux parents dans le domaine de l'alphabétisation;
- Participation de la division à *La semaine des technologies de l'information 2002* (IT Week);
- Tenue d'une réunion annuelle de tous les directeurs et directrices d'écoles d'immersion;
- Publication de deux numéros de la publication *Entre Profs*;
- Tenue de la conférence *Le français pour l'avenir*, à Charlottetown, pour les élèves de 11e et 12e année des programmes d'immersion en français et de français langue première;
- Création d'un nouveau partenariat avec l'Université de l'Î.-P.-É. qui a mené à l'établissement d'un programme de baccalauréat en éducation avec spécialisation en immersion en français;
- Poursuite de projets d'intérêt commun entre la Fédération des parents de l'Île-du-Prince-Édouard et Canadian Parents for French;
- Participation à l'organisation des activités de sensibilisation à la francophonie;
- Participation à des séances d'information pour parents offertes par les conseils scolaires avant l'inscription aux programmes d'immersion en français.

Student Services

General

Appropriations were provided for services to students and schools as follows: support services for hearing impaired and other students with special needs; tutoring programs; special education curriculum support; the provision of special support programs through the Atlantic Provinces Special Education Authority (APSEA) and support for youth at risk through collaborative efforts with health, social services and the community.

Resources

Fiscal Year	2000-2001	2001-2002	2002-2003
Human Resources (FTE)	14	9	13
General	$1,782,860	$2,102,649	$2,249,775
Youth	($1,414)	$12,557	$10,608
Total	$1,781,446	$2,115,206	$2,260,383

Student Services Program Goals and Results

Goal #1

Improve accessibility to programs and services

The following activities aid in improving accessibility to programs and services for students:

- Twenty-seven students who were absent from school for a prolonged period of time due to physical or emotional illness, accident or pregnancy received up to five hours of tutoring per week for a total of 1,280 hours.
- Career Expos in both English and French were conducted for students in grades 9 to 12 in 12 schools.
- All senior high schools have a chapter of Students Against Driving Drunk (SADD).
- Fifteen schools and 1,283 students participated in Take Our Kids to Work (TOKW). This represents an increase of five schools and 292 students from 2001.
- Two students participating in Take Our Kids to Work Day, had the opportunity to shadow the Minister and the Deputy Minister of Education as a result of their entries in the TOKW career poster contest.
- Twelve senior high schools received financial support to assist with Safe Graduation activities.
- Two additional schools, for a total of 12 intermediate schools, field tested The Real Game in their classrooms. The Real Game is an experiential program that involves role-playing and simulation activities.

- All 12 senior high schools participated in and facilitated the involvement of elementary feeder schools in the provincial SADD Liquor Bag Project.
- Three and one-half itinerant teachers provided assessments, program consultation, direct intervention, assistive listening devices and parent support to 78 children who are Deaf or Hard of Hearing. Of the 78, there are 64 children in the school system and 14 preschool age children who fall into this category. The teachers facilitated timely access to audiological services; provided information about hearing loss to parents, teachers, students and school counsellors and collaborated with Atlantic Provinces Special Education Authority (APSEA) Services for Children who are Deaf or Hard of Hearing.
- Parents with children who are Deaf or Hard of Hearing participated in the APSEA Annual Parents' Workshop.
- Hearing Education Auditory Resources (HEAR) facilitated successful applications for APSEA Scholarships and Encounters with Canada for high school students.
- An increased number of students began accessing the services of school counsellors directly.
- The Provincial Adolescent School serves in the range of 14 to 22 students (predominantly grades 7 to 10) throughout the school year with a maximum class size of 14. The students are from within the community or are residents at the Provincial Adolescent Group Home.
- Procedures for referrals of students to the Provincial Adolescent School were more clearly defined and implemented.
- There were 35 families registered for home schooling for a total of 77 students.
- Twenty-nine students whose first language is neither English nor French received 1,041 hours in tutoring of English as a Second Language (ESL).
- Beginning in the 2002-2003 school year, we implemented a teacher training model which was targeted to significantly increase our capacity to provide support and services to students with autism. Three autism teacher leaders participated in training, mentoring and graduate courses during the school year and summer 2003. In September, they returned to their respective school boards and began providing individual student consults as well as support for school staff while they completed the final course work. In September 2003, the next three autism teacher leaders began their training year. It is expected that they will also return to their district/boards and assume autism consultant positions in September 2004. This has substantially increased our ability to individualize student programs and behavioural interventions.
- The increased availability of trained staff (autism consultants and autism teacher leaders) has decreased the delay in providing appropriate assessment for students with autism. Assessment in adaptive and social skills, as well as academic areas, has allowed us to provide more individualized instruction with appropriate modification when needed.
- Services for students who are Blind or Visually Impaired are provided by the inter-provincial agency, the Atlantic Provinces Special Education Authority (APSEA), which is jointly funded by the four Atlantic provinces. During this year, APSEA staff on PEI served a total of 40 students who are Blind or Visually Impaired, ranging in age from 20 months to 18 years. This included 34 children who were school-aged and six preschoolers. APSEA maintained a PEI staff of 4.55 full-time equivalent positions including the following: 3.15 itinerant teachers, 0.3 preschool specialist, 0.3 orientation and mobility specialist, 0.2 transition facilitator and a 0.6 provincial supervisor.

Goal #2

Improve inclusionary practice

The following activities aid in improving inclusionary practice:

- Inclusion grants totalling $25,000 were distributed to 16 Island schools.
- Workshops were held to share the completed action research projects of each of the schools who received grants.
- Support was continued for the principle of inclusion through all student learning activities and events.
- Personal FM amplification systems were provided to accommodate for distance and noise.
- Two educational interpreter/assistants were provided for students using sign language.
- Assessment of student needs and suggestions for adaptations or modifications were provided.
- Additional videos, audiotapes, books and posters were collected for classroom presentations so hearing peers will better understand the challenges of hearing loss.
- The Provincial Adolescent School adapted and modified educational programs of several students to help them meet their educational needs. This included using adaptive technology to assist in underdeveloped mechanical writing skills.
- The Diversity Education Standing Committee offered a number of workshops and presentations on diversity and equity education, as well as inclusive teaching strategies to educators. Consultations were also offered to school staff on ESL teaching strategies, global education practices and respect for diversity. The committee successfully partnered with the Eastern School District, Western School Board and the Prince Edward Island Multicultural Council to present the stage play, *The New Canadian Kid*, to over 3,000 school children in grades 4 to 9.
- Presentations on the integration of diversity/equity education were made to the Intermediate and Senior High Curriculum committees.
- A trilingual National Aboriginal Day poster (a partnership project with the Mi'kmaq Confederacy of PEI) was developed and widely distributed to all government and community groups and every educational institution on the Island.
- A four-year research project, Effective Practices in Included Settings for Children with Autism on PEI, funded through the Department of Education in collaboration with UPEI, has been conducted since September 2001. Twenty families and associated teachers and teacher assistants have participated through an extensive interview process. Initial results have provided important input in the development of the autism strategy. Final outcome data will be available in spring 2004 with the final year used to develop related resource materials.
- During this year, APSEA developed a revised service plan which will be piloted in the school year 2003-2004. Much effort was placed on aligning the format of these new plans with the PEI IEP (Individual Education Plan) Handbook, still under development by Student Services. It is hoped that the new plans and procedures will streamline the reporting process and fit smoothly into the overall service to the individual child.

Goal #3

Improve programs and services for students

The following initiatives aid in improving programs and services for students:

- The recommendations of the Interdepartmental Speech Language Committee resulted in the addition of four additional speech/language pathology positions in the health regions across the province.
- Four Career Expos were held across the province to inform students of various occupations and career choices available to them.
- Staff with Student Services supported the delivery of the Community Service Bursary Program available to Island students.
- Itinerant teachers provided information and resources to school counsellors on the impact hearing loss has on social-emotional development.
- Monthly meetings were held with administration and school board consultants.
- Transition Services were offered by HEAR to 10 Island students through collaboration with APSEA.
- Programs at the Provincial Adolescent School were improved.
- Several training sessions, rallies, workshops and conferences were conducted regarding the following:

Allied Youth (AY)

- Youth Board Leadership Training
- Post Executive Leadership Training – 130 Youth
- Advisor Training – 40 Advisors
- Provincial Junior Kick-off Rally – 500 Youth
- Provincial Senior Kick-off Rally – 150 Youth
- Four Regional Election Rallies – Spring – 750 Youth
- Four Regional Awards Banquets – Spring – 750 Youth
- Two Regional Rallies – Fall – 600 Youth
- Two Regional Rallies – Winter – 500 Youth
- 71st Annual International AY Conference – (four days) Cape Breton, NS – 100 Youth
- 43rd Annual Provincial AY Conference – (three days) – 350 Youth
- Essay Contest: Making the Right Choice – Why I Say No to Smoking in Public Places to grades 7 to 9 students as part of Non-Smoking Week – 146 Youth

Peer Education

- Three overnight training sessions were held across the province.
- Two hundred and eighty-three high school students delivered a program on alcohol, marijuana, tobacco and decision-making to 1,973 Grade 7 students.
- A Provincial Advisory Committee was established.

Student Council

- Fifteen teachers and 70 students attended a two-day Provincial Student Council Leadership Training Conference conducted for student executives and staff advisors.
- Four PEI representatives (one teacher and three students) participated in the Annual Canadian Student Leadership Conference in Saskatoon, SK.
- Eleven Island youth received bronze and silver Duke of Edinburgh Awards at the annual ceremony held at Government House.

- Transition to school for young children with autism has been a focus of ongoing collaborative efforts between the Department of Health and Social Services and Education. The protocol developed through the Autism Strategy is being implemented, including informational meetings with parents, standardized assessment prior to school entry and information sharing between families, schools, boards and the department. Individualized Education plans are formalized prior to school entry and specific orientation activities for the child are addressed.
- The first social skills/relaxation group for children with Asperger Syndrome was initiated by the WSB Autism Consultant. There is a significant need for more direct instruction in this area for the population of students with autism spectrum disorders.
- Approximately 150 individual student consults were completed for children with autism during the period from March 2003 to April 2004. This represents a significant increase (approximately doubled) since the prior year. Consultations typically involve extended observation, informal assessment and meetings with staff. Some students require multiple consults when intervention for severe behaviours is needed.
- Four PEI students had comprehensive assessments at the APSEA Centre to make recommendations for programming.
- Four PEI students participated in short-term programs at the APSEA Centre in career development.
- Eighteen PEI students participated in an array of other short-term programs at the APSEA Centre, addressing a variety of compensatory skill areas such as assistive technology, social topics and orientation and mobility.

Goal #4

Improve resources to support learning and teaching

The following were resources to support teaching and learning:

- Two schools received support to field test The Real Game Series in their classroom.
- Choices 2003 was put on the network for all senior high schools.
- New resources for career planning and labour market information were received, evaluated and distributed to schools.
- Professional resources in the area of special education were enhanced.
- Every school and alternative education site received one copy of Orchestrating Success in Reading, and two books on the Building Words strategy.
- HEAR staff purchased several new assessment tools for child development, language development, literacy skills, as well as programs for self-awareness and self-advocacy.

- Equipment was purchased to increase HEAR's opportunities to videotape intervention sessions for review with families, for goal-setting and for self-evaluation.
- Through involvement with the Harm Reduction Alliance, educational material and information on Hepatitis C was distributed.
- Development of a teacher resource to assist teachers in providing a positive and supportive learning environment was begun in conjunction with the Atlantic Provinces Education Foundation (APEF). This document will respond in a proactive way to behavioural concerns.
- A Special Education Program of Studies was developed with new materials added to support literacy skills, numeracy skills, content areas and language development.
- English as a Second Language (ESL) resources, assessments and support services were provided to schools with newcomer children.
- Workshops were conducted for educators on teaching strategies that foster success for aboriginal students.
- Aboriginal education resources and supports were supplied to Island school libraries and individual educators.
- The Autism Resource Library has been expanded and includes curriculum materials, software, videos and reference publications. This resource has been accessed regularly by school and department staff, parents and UPEI students.
- Thirty autism kits were distributed to the libraries of elementary schools serving children with autism. The kits include software, books, curriculum materials, video and audio resources to provide a range of autism resources for staff. Some schools have also made these resources available to parents.
- Alternative curriculum materials for academic areas have been provided for some students with autism. The Edmark Reading Program and related training was provided for two schools serving several children with autism. Touch Math curriculum materials and related training were provided for 12 schools. Both of these programs have been successfully used with students with special needs, particularly autism, and have been well received by staff.
- Individual Transition Planning binders were developed and sent to a parent and several teachers for feedback. The final version was distributed to all resource teachers provincially. These binders are a resource which enable more efficient sharing of information as a student moves from one class or school to the next. They help ensure that strategies and supports that are useful for the student are easily transferred to the next setting.
- Assessment Resource binders were developed and shared with autism consultants, board special education consultants and psychologists. These resources consolidated information regarding assessment tools useful for students with autism.
- APSEA has expanded its pilot project in the provision of textbooks in alternate format through the use of electronic text, (e-text). Students are supplied with a floppy disk containing the textbook in e-text rather than a hard copy of the book in large print, tape or braille. The student manipulates the e-text into the adaptive format he or she requires. The skill of manipulating e-text will now be included in APSEA service plans where appropriate.
- APSEA's newly appointed assistive technology consultant visited with six PEI students to assess their present use of technology and make recommendations to their itinerant teachers for future needs.

- APSEA ran a pilot program in the use of the Visible Video telescope, a specialized low-vision device. This pilot was run in partnership with Betacom, the company which produces it. The Visible is a portable device which can be used to view near, mid-range and distant targets. The goals of the pilot program were to establish the usefulness of this new device in the classroom and establish some criteria for selecting students who would benefit from it.
- APSEA offered a display of the newest low-vision aids available from Betacom in co-operation with this company. Students from across the Island had a chance to see the latest and best aids available in an afternoon workshop at St. Jean School.

Goal #5

Improve in-service, as well as other professional development, for educators

A variety of workshops and professional development activities were held over the year including:

- Critical Incident Stress and Post Traumatic Stress Disorder workshops were held for school counsellors.
- Addressing Behavioural Concerns workshop was offered as a part of the New Teacher Induction Program.
- Understanding the Messages of Behaviour and Developing a School Code of Conduct workshops were conducted in five schools.
- Understanding the Messages of Behaviour workshops were offered to teachers at the Annual Teachers' Federation Convention.
- A series of four in-service sessions on various topics relating to improving school climate was conducted.
- Two teachers were trained using the Grade 7/8 level of The Real Game.
- Fifteen teachers currently using the Real Game Series participated in a workshop to share experiences, best practices and to evaluate their use of this resource.
- In-service on the use of the CHOICES Career Software Program was provided to senior high school counsellors, transition department heads and consultants.
- Two workshops on the Blueprint for Life/Work Designs were conducted.
- Counsellors, teachers and career practitioners attended a one-day Introductory Session and/or a two-day Facilitators Training Workshop on the Blueprint for Life/Work.
- Workshops were held on collaborative career planning for senior high school counsellors and staff of Holland College and UPEI.
- Teacher Advisors of SADD Chapters attended the SADD Fall Conference. In total, over 100 teachers and students participated in the conference.
- Approximately 24 Island teachers attended a workshop titled, Applications of Working and Learning (AWAL).
- A speaker on Essential Skills presented information to government departments and employees, career practitioners and community stakeholders.
- HEAR staff gave two full-day presentations to increase public awareness to classroom teachers, school counsellors, school board consultants and kindergarten teachers.
- A review of research, Noise Reduction in Early Childhood Centres, was presented at the national

conference of the Canadian Acoustics Associations.

- The HEAR staff presented at the national conference of the Canadian Association of Educators of the Deaf and Hard of Hearing.
- Two sample auditory verbal lesson plans were published in the new, commercially available resource Songs for Listening, Songs for Life, by Warren Estabrooks, Lois Birkenshaw-Fleming, Daniel Ling and Ann Beatty.
- Three presentations were conducted for staff and parents with producers of assistive listening devices and infant hearing screening equipment.
- The workshop, Assisting Struggling Readers, was conducted as a component of the training for the tutors of Education Coalition and the Summer Tutoring Program for Kids and for professional development for teacher assistants.
- Staff participated in a two-day Fetal Alcohol Effects/Syndrome (FAE/FAS) conference.
- Twenty department-sponsored training sessions with topics related to autism and Asperger Syndrome have been conducted throughout the province.
- The department supported a graduate level course in assessment provided through UPEI. This enabled resource teachers and the autism teacher leaders to gain expertise in academic assessment tools used frequently in the schools.
- The department provided funding for supplementary short courses at UPEI for the autism teacher leaders during the training year.
- APSEA staff on PEI attended the annual fall in-service at the APSEA Centre, which focused on students who are deaf-Blind. There are currently five students receiving services from both APSEA and HEAR in PEI.
- A workshop was held at the APSEA Centre for parents of children with CHARGE syndrome and one Island family attended.
- The APSEA supervisor in PEI presented a day-long workshop at the Perkins School for the Blind in Boston on caseload analysis for itinerant teachers.
- APSEA staff on PEI attended a spring workshop on literacy issues for students who are Blind or Visually Impaired.
- The APSEA supervisor in PEI presented the Canadian Braille Authority's newly released Standards for Teachers of Braille Reading and Writing to the PEI Student Services staff.

Goal #6

Improve working relationships with all internal and external partners

The Student Services Division improved working relationships with internal and external partners through the following initiatives:

- Monthly unit meetings were held with consultants to better address employee and divisional issues and identify needs within their work roles.
- Staff attended several workshops and conferences for professional development covering topics on Central Auditory Processing, Auditory Verbal Therapy, Speech Development, Early Intervention, Assistive Listening Devices, Digital Hearing Aids, Cochlear Implants and Dual-Service Issues for Students who are Deaf and Blind.

- HEAR staff supported parents with children who are Deaf or Hard of Hearing in the organization of several meetings to explore forming an advocacy group.
- The Student Services divisional staff actively participated in collaboration with the following organizations and/or committees to improve working relationships across government and the community:
    - Premier's Action Committee on Family Violence Prevention
    - Bullying Prevention Committee
    - Peaceworks PEI
    - Children's Mental Health Coalition
    - Protecting Children from Sexual Abuse
    - Harm Reduction Alliance
    - PEI Newcomers Association
    - Aboriginal Education Committee
    - Healthy Child Development Strategy
    - Provincial Autism Strategy
    - Tobacco Reduction Strategy
    - Provincial Literacy Strategy
    - National Crime Prevention Strategy
    - Provincial Strategy on Impaired Driving
    - Healthy Eating Alliance
    - Active Living Alliance
    - Transitions Committee
    - Joint Management Committee for CAPC Family Resource Centres
    - Skills, Strategies and Career Promotions Committee
    - Essential Skills Technical Working Group
    - Children's Secretariat and Children's Working Group of the Healthy Child Development Strategy
    - Provincial Coordinating Committee on Impaired Driving
    - Strategies for Career Planning Working Group
    - SADD Provincial Advisory Committee
    - Technology Initiatives Committee
    - Workplace Wellness Committee
    - Web site Committee (Department of Education)
    - Education Portal Committee
    - Alternative Education Intake Committee
    - Provincial Adolescent School Intake Committee
    - Board/District Counsellors Meetings/Committees
    - Harm Reduction Alliance
    - Special Education Standing Committee

- APEF Modules Committees
- Participated in the Homophobia Task Force
- Participated in the ESD Steering Committee of the Multi Agency Support Teams (MAST)
- *Youth Criminal Justice Act* Implementation Committee
- Interministerial Policy Forum
- Diversity committees within the provincial government

- HEAR staff collaborated with:
  - School board consultants
  - School-based student services teams
  - Disability support workers
  - Provincial audiologist
  - Speech-language pathologists
- The Provincial Adolescent School and Family Ties Counselling Services worked jointly to provide counselling services to several students.
- The Provincial Adolescent School and the Provincial Adolescent Group Home worked jointly to meet the personal and social needs of the students.
- The Provincial Adolescent School and the Eastern School District worked jointly together to meet the personal and social needs of the students.
- The Provincial Adolescent School provided opportunities for a UPEI Bachelor of Education student to complete her pre-service teaching assignment at the school. In addition, the school provided an opportunity for three students from the Youth Worker program at Holland College to complete their practicum.
- Several presentations on autism and Asperger Syndrome have also been provided for the Education Coalition, UPEI and community groups
- Support services and assessment were provided for student with autism in the French board, in collaboration with the French special education consultant.
- Feedback on the Autism Strategy has been solicited from experts in the field of autism. A consultation document and questionnaire is also being developed and will be used to request additional feedback from shareholders.
- The special education autism coordinator serves as regional co-leader for the National Epidemiological Database for the Study of Autism in Canada (NEDSAC). This five-year project is designed to develop a national database of individuals within the autism spectrum disorder, in order to investigate the prevalence, incidence and etiology of Autism Spectrum Disorders in Canada. Having completed two years of the project, initial data outcomes for PEI will be available in the fall 2004.
- A new resource was compieted to explain APSEA's transition service for students who are Blind or Visually Impaired. This 18-minute video, titled, Finding Your Place will be used to introduce this service to both internal and external partners as well as students and their families.
- The APSEA supervisor met again this year with faculty at UPEI re pre-service training of teachers in inclusive education.

Goal #7

Improve accountability

The Student Services Division strives to improve accountability. The following are examples of how this division has improved accountability in 2002-2003:

- Discussed the role of career education/exploration in Island schools through internal meetings.
- Examined ways to improve learning and facilitate transition planning of incarcerated adults as a partner/member of Adult Education Review Team with Office of the Attorney General.
- Supported the work of PEI Career Development Association.
- Updated the Career Resource Development and Distribution Guidelines for PEI.
- Exchanged information on new programs and services with senior high counsellors and staff from UPEI and Holland College.
- Worked with internal and external partners on two modules of APEF: Quality of School Life Indicator and Youth in Transitions Report.
- Scheduled contacts with school-based teams at in-services and during team planning meetings to produce a common focus for student intervention.
- Partnered with parents in setting goals and providing related learning opportunities at home, enriching their children's experiences.
- All counselling workshops were evaluated.

Administration and Corporate Services Branch

Finance and School Board Operations

Administration

Appropriations were provided for operation of the Minister's and the Deputy Minister's offices, human resources office and other administrative support services for the department.

Provincial Learning Materials Distribution Centre (PLMDC)

Appropriations were provided for purchasing and distribution of learning materials for programs that have been implemented.

Grants to School Boards

Appropriations were provided for school board instructional and non instructional salaries, operating grants, school construction and capital repairs and bus purchases.

Resources

Fiscal Year	2000-2001	2001-2002	2002-2003
Human Resources (FTE)	22	20	15
Administration	$1,549,634	$1,441,203	$1,332,670
PLMDC	$1,177,523	$1,224,433	$1,617,125
Grants to School Boards	$131,263,670	$136,052,815	$130,359,667
Total	$133,990,827	$138,718,451	$133,309,462

Finance and School Board Operations Goals and Results

Goal #1

Improve the quality of service to internal and external clients

- Supplied the kindergarten and grades 1 to 12 system (69 schools and 90 kindergartens) with materials.
- Generated amendments to forms and processes and development of a pamphlet on book ordering and the inventory process for school book contacts.
- Provided training to curriculum divisions on procurement procedures.
- Designed improvements to the distribution process of books through PLMDC.
- Provided leadership to the department management team in the development of the budget.

Goal #2

Increase employee satisfaction

- Seventy-five per cent of employees in the division responded to the Employee Satisfaction Survey.
- Approximately 86 per cent of responding employees were satisfied or very satisfied working for the department.
- The division supported professional development and training opportunities for employees.

Goal #3

Improve accountability between school boards and the Minister

- The unit participated in all regularly scheduled meetings between senior management groups and the three school boards and the department's senior management which resulted in improved information exchange and open communications lines.
- A new Staffing and Funding Program was announced during the new year. The division will play a lead role in auditing data to ensure funding is adequately aligned with needs.
- The division meets regularly with business directors from the three school boards to discuss administrative issues. These meetings help to improve communication between the department and the boards.

Goal #4

Ensure the department meets its budget targets

- A new Financial Information System (FIS) and payroll system for the school boards was explored.
- The department expended $5,479,800 more than initially budgeted while collecting $2,864,500 more revenue than initially budgeted.
- The department exceeded its initial net budget target by $2,615,300 representing approximately a 1.3 per cent variance.

Human Resources

Goals and Results

Goal #1

Improve the quality of services to internal and external clients

The following initiatives improve the quality of services to internal and external clients:

- Annual Department of Education Professional Development Day – Keeping Our Balance in Changing Times focussed on work/life balance issues.
- The Employee Development Fund provided funding for 29 individuals and three groups (totalling 90 employees) for training and development activities.

Goal #2

Develop a human resource plan for the department

- The *Human Resources Strategic Plan 2003-2005* was developed in 2002-2003.

Goal #3

Improve communication in the department

- The Workplace Wellness Committee organized a number of initiatives to address the four departmental priorities for wellness: lose weight, increase activity, improve nutrition practices and improve stress management. These included:
  - The Road to Athens – a six-month activity challenge (participation rate 47 per cent),
  - healthy cooking classes,
  - a label reading session,
  - Creating Balance in Your Life – a facilitated session.

Goal #4

Increase employee satisfaction

- Approximately 86 per cent of employees participated in the 2002 Employee Satisfaction Survey. Staff reported high levels of satisfaction with teamwork, co-operation and open communication within the work unit and respect and trust between co-workers. A variety of strategies were developed with directors, managers and supervisors based on feedback from employee groups across the department to address the areas with lower levels of satisfaction: communication across the department, teamwork and co-operation across the department and workload.
- Administrative support staff from across the department participated in a joint professional development session with staff from the Department of Agriculture and Forestry. Lori Lane presented Projecting a Positive Image. The presentation was highly rated, and staff enjoyed the opportunity to network with other administrative support professionals.

Policy, Planning and Evaluation

General

Appropriations were provided for departmental planning, corporate projects and the management of various federal/provincial programs.

Assessment and Evaluation

Appropriations were provided for the development and implementation of student assessment and program evaluation activities.

Resources

Fiscal Year	2000-2001	2001-2002	2002-2003
Human Resources (FTE)	6	6	5
General	$536,775	$283,020	$260,801
Assessment and Evaluation	$44,214	$75,005	$53,329
Total	$580,989	$358,025	$314,130

Policy, Planning and Evaluation Goals and Results

Goal #1

Improve the process for program (project) evaluation

In 2002-2003 a number of program evaluations were conducted. These included:

- Evaluation 2002 – Institute of Adult and Community Education
- Summer Tutoring Program for Kids
- Evaluation of Youth Services Worker and Resource/Special Education Teacher Field Trial
- Career Expo
- Evaluation of the Current Kindergarten Funding Model
- Evaluation of Project L.O.V.E.

Goal #2

Improve the quality of the department policy development process

The division improved the quality of the department policy development process through the following initiatives:

- Instructional Staffing Model

Goal #3

Improve the quality of leadership, information and advice to the department on strategic planning

The division:

- Supported the development of a strategic plan for the Technology in Learning Division and Wellness initiative within the Department of Education.
- Reviewed and updated the Department of Education strategies for the reporting period
- Facilitated and consulted on the development of strategic directions for human resource management of instructional staff throughout the province.
- Promoted strategic planning through consultation and presentation of the strategic planning model to the Community and Cultural Affairs department as well as the Public Service Commission for the Wellness Initiative.

Goal #4

Increase employee satisfaction

- The division had a participation rate of 100 per cent for the employee satisfaction survey.
- One hundred per cent of employees were satisfied or very satisfied working for the department.

Goal #5

Improve the quality of innovative partnerships

The number of innovative partnerships were supported. A variety of partners, both internal and external, working toward a common goal, improved the quality of innovative partnerships.

- Innovation and Lifelong Learning Initiative
- Labour Market Development Agreement (LMDA) Career Promotions Working Group
- Atlantic Provinces Education Foundation (APEF)
- Canadian Ministers of Education, Canada (CMEC)
- Statistics Canada
- Human Resources Development Canada (HRDC)
- National Literacy Secretariat (NLS)

Goal #6

Improve the process used in monitoring department results

Monitoring within the department and within the school system is partially achieved through the following activities:

- Employee Satisfaction Survey
- Grade 12 Expectations and Preparations Survey
- Student Assessment Indicators Program (SAIP)
- Programme for International Student Assessment (PISA)
- Implementation of Survey Tracker as the software to manage the Employee Satisfaction Survey
- Employee Satisfaction Survey (2002) analysis/rollout.

Technology in Learning

Systems and Technology Services

Appropriations were provided for the supply, management and technical support of communication and information technology for the department, school boards, schools and public libraries.

Technology in Education

Appropriations were provided for the integration of technology into authorized curriculum.

Note: This new division, which includes Technology in Education (English Programs and French Programs) and Systems and Technology Services, was formed in January 2003.

Resources

Fiscal Year	2000-2001	2001-2002	2002-2003
Human Resources (FTE)	24	23	31
Systems and Technology Services	$2,506,229	$2,831,961	$2,640,885
Technology in Education	(see English and French Programs)	(see English and French Programs)	$723,731
Total	$2,506,229	$2,831,961	$3,364,616

Technology in Learning Goals and Results

Goal #1

Improve the quality of advice, support and delivery of communication and information technology

Involvement in the following initiatives and/or committees improved the quality of advice, support and delivery of communication and information technology for the division:

- Implementation of Service Tracker
- Participation and sponsor of Information Technology Week (IT Week)
- GrassRoots Projects (59 approved projects = $46,000)
- RCMP and PEI Home and School Association promoted MISSING (Internet Safety)
- Ongoing testing of Knowledge Forum with UPEI
- SchoolNet National Working Group (to determine guidelines for GrassRoots program)
- SchoolNet Network of Innovative Schools
- Knowledge Worker Work Group (provincial committee of IT sector)
- Software Evaluation Committee
- Distance Education Joint Committee
- Department of Education Web Site Development Committee
- Canadian Parents for French Portal Development Committee

Goal #2

Improve the quality of technical support

Technical support was improved in the following areas:

- Approximately 700 refurbished computers were put into schools, public libraries and other organizations.
- A total of 700 computers with 386 and 486 processors were removed from schools and replaced with Pentium level computers.
- A team of technical staff developed a re-imaging menu system (RIMS) to install on school computers.
- Print job monitoring software was purchased for the remaining half of the schools and was installed over the summer of 2002.
- The number of printer-related problems in schools was reduced significantly by the implementation of new standards for selection of printers, printer driver configuration and network device names.
- Log-in time was reduced and a more stable connection to the network were direct benefits of upgrading to the Novell Client32 workstation client.
- Two schools field tested Internet Explorer 6.
- The department leased 24 desktop computers and 23 laptops to replace older hardware used by Department of Education staff.
- Data connectivity at the Education Technology Centre was converted to a switched environment.
- The average percentage of UP TIME for all 67 school academic servers was 98.89 per cent.
- Twenty-two academic servers received hard drive upgrades.
- Rapid Access Memory (RAM) was upgraded in 44 academic servers.

School Academic Servers

Processor Speeds	Number at March 31, 2001	Number at March 31, 2002	Number at March 31, 2003
486	2	0	0
Pentium	12	0	0
Pentium Pro	10	24	24
Pentium II	42	42	42
Pentium III	0	1	1
Total Servers	66	67	67

- Two of the firewalls protecting the Education sector wide area network were upgraded to new equipment.
- The Department of Education file server and message server were upgraded to new hardware.

- Work was completed to upgrade the network server supporting the Provincial Library Service Headquarters as well increasing the data line speed to this site.
- Data lines were upgraded to high-speed fibre optics in three schools in order to improve school-to-school data communication and client access to the Internet.

Goal #3

Improve the quality of technical support

Technical support was improved through the following avenues:

- Creation of the Wellness Parthenon Web site
- Expansion of Service Tracker
- Application of Palmares book review
- Updated the Graduate Expectations Survey
- Filtered software for the Internet
- Installation of desktop lock-down software.
- Installation of Command AntiVirus for Windows in all sites. This antivirus product is available for "take home" use for all administrative staff, teaching staff and students of the province.
- Merged Education's GroupWise e-mail structure with the main government structure.
- Installed a Storage Area Network (SAN) for the Department of Education.
- Upgraded the product used to filter e-mail content for viral content.
- Migration of clients in the Provincial Legislature, Government Members' and Opposition Offices from the Department of Education local area network (LAN) to the LAN supported by the Provincial Treasury.

Goal #4

Improve the quality of curriculum support

The quality of curriculum support was improved in the following ways:

- Electric Library, an online resource, was purchased for high schools.
- Apple Works licences were purchased.
- Corel Licences for Learning were purchased.
- Ultimate Writing and Creativity Centre software was implemented in all elementary schools.
- Inspiration continued to be field tested.
- Knowledge Forum continued to be tested.
- A variety of French software were purchased for science and general classroom use.
- Online resources for teachers, French and English, were created in order to facilitate the sharing of help manuals, handouts, mini sessions, etc.
- PD sessions were offered for School Site Technical Contacts.

- Professional development was offered after school, evenings. In addition, personal training sessions were offered.
- Site-based professional development was an integral part of projects in various Island schools.
- One hundred teachers participated in the technology summer sessions on a variety of software applications.
- Joint workshops were held with numerous consultants to demonstrate how technology can be integrated in all subject areas.
- There was participation in the planning and organization of an Atlantic regional conference on the integration of technology in the classroom.

Goal #5

Improve client satisfaction

A variety of methods were used to improve client satisfaction, such as:

- The Help Desk – The total number of calls logged with the Help Desk has decreased from 16,527 in 2001-2002 to 12,218 in 2002-2003. These calls represent trouble calls as well as calls created as reminders to perform routine maintenance and upgrades.
- Trevlac Support – Support and training was provided for the senior high schools upgrading their Trevlac School Administrator software. This work included managing the conversion process and three of the remaining nine senior highs were completed by March 31, 2003.
- Microsoft software reference and certification training materials were purchased for use by staff.

Goal #6

Improve employee satisfaction

- The Education Technology Centre moved to newly renovated facilities at Royalty Centre in June 2002.
- Government provided training and development opportunities for staff including a total of 36 seminars and courses attended during the year. Staff also wrote tests and obtained certifications in areas related to their work and professional development interests. During the year staff were funded for three tests and certifications.

Goal #7

Improve the quality of research and evaluation

- Technology in Education administered the Information and Communication Technology League international online teacher survey in collaboration with the Department of Education, New Brunswick.

- Evaluations of all in-service sessions were performed.
- Technology in Education developed a student focus group questionnaire to be administered to Grade 9 students on the use of communication and information technology in their schools.

Goal #8

Improve the quality of policies and standards

- A new software evaluation process was developed.

Department of Education
Annual Report
2002-2003

Appendixes

Appendix A

Enrolment in Public and Private Schools

Eastern School District
Enrolment by School and Grade
as of September 30, 2002

		Grades												
School Code	School Name	1	2	3	4	5	6	7	8	9	10	11	12	Total
310	Charlottetown Rural High School										290	356	414	1,060
311	Colonel Gray Senior High										300	318	311	929
314	Bluefield High										285	319	249	853
320	Birchwood Junior High							163	171	136				470
321	Queen Charlotte Junior High							182	200	168				550
323	Stonepark Junior High							284	244	286				814
324	East Wiltshire Junior High							219	201	191				611
340	Glen Stewart Elementary	98	116	93	110	128	114							659
341	Central Queens Elementary	37	40	34	42	45	49							247
342	Eliot River Elementary				151	136	150							437
343	L. M. Montgomery Elementary	47	64	53	71	71	74							380
344	Donagh Regional	18	19	19	18	17	19	19	18	16				163
345	Englewood School	20	29	21	26	29	34	27	25	29				240
346	Parkdale Elementary	22	20	21	20	31	26							140
347	Prince Street Elementary	46	48	61	58	44	53							310
348	Gulf Shore Consolidated	28	25	28	40	45	39	41	48	27				321
349	Sherwood Elementary	95	80	87	90	104	92							548
350	Westwood Primary	137	136	143										416
351	Spring Park Elementary	79	89	70	82	73	78							471
354	St. Jean Elementary	27	32	31	39	40	36							205
355	West Kent Elementary	30	11	18	15	24	23							121
356	West Royalty Elementary	48	75	75	74	76	87							436
357	Grand Tracadie Elementary	6	10	8	9	9	8							50

Eastern School District
Enrolment by School and Grade
as of September 30, 2002

		Grades												
School Code	School Name	1	2	3	4	5	6	7	8	9	10	11	12	Total
410	Montague Regional High										247	238	235	720
411	Morell Regional High									96	69	90	91	346
412	Souris Regional High									89	85	83	91	348
420	Montague Intermediate							76	77	163				316
440	Belfast Consolidated	21	22	28	31	36	33	32	27	34				264
441	Cardigan Consolidated School	23	15	27	27	21	27	41	20					201
442	Dundas Consolidated	7	12	12	11	7	10	10	9					78
443	Eastern Kings Consolidated	18	5	12	6	9	11	10	10					81
444	Fortune Consolidated	26	31	29	30									116
445	Georgetown Consolidated	15	10	11	19	10	14	16	7					102
446	Montague Consolidated	62	77	68	67	71	69							414
447	Morell Consolidated	23	20	26	38	23	36	21	34					221
448	Mt. Stewart Consolidated	8	13	11	10	10	11	14	12					89
449	Rollo Bay Consolidated	36	26	24	39									125
450	Souris Consolidated	26	30	29	23	41	23	39	31					242
451	Southern Kings Consolidated	38	38	38	48	34	39	46	44					325
452	St. Peter's Consolidated	10	13	14	12	15	11	9	14					98
453	St. Teresa's Consolidated	9	5	10	7	10	6	8	11					66
454	Tracadie Cross Consolidated	17	19	15	18	18	11	9	20					127
455	Vernon River Consolidated	28	21	24	25	39	22	27	37	22				245
	Total	1,069	1,125	1,117	1,217	1,252	1,231	1,317	1,299	1,257	1,276	1,404	1,391	14,955

WESTERN SCHOOL BOARD
of Prince Edward Island

Western School Board
Enrolment by School and Grade
as of September 30, 2002

		Grades												
School Code	School Name	1	2	3	4	5	6	7	8	9	10	11	12	Total
113	Westisle Composite High										263	189	290	742
122	Hernewood Junior High							145	131	151				427
123	M.E. Callaghan Junior High							107	117	106				330
130	Tignish Elementary	37	44	37	52	56	47							273
131	Alberton Elementary	38	41	29	29	41	35							213
132	Bloomfield Elementary	36	30	34	40	29	33							202
133	O'Leary Elementary	32	39	29	36	42	44							222
134	Ellerslie Elementary	23	32	34	37	26	41							193
135	St. Louis Elementary	25	28	27	28	30	27							165
211	Kensington Intermediate/Sr. High							90	91	70	76	82	78	487
212	Kinkora Regional High									43	51	51	56	201
215	Three Oaks Senior High										315	333	276	924
220	Summerside Intermediate							203	220	199				622
221	Athena Consolidated	30	54	45	38	56	53	48	62	49				435
222	Miscouche Consolidated	33	27	29	28	27	33	27	24	25				253
231	Amherst Cove Consolidated	27	24	24	26	19	29	24	21					194
232	Elm Street Elementary	71	71	53	96	98	99							488
233	Queen Elizabeth Elementary	67	62	49	84	52	63							387
234	Somerset Elementary	27	20	31	17	27	22	29	24					197
236	Parkside Elementary	41	38	31	57	44	58							269
237	Greenfield Elementary	93	84	79	42	55	61							414
270	Alternative Education Class								3	14	6			23
	Total	580	594	531	610	612	645	673	693	657	711	655	700	7,661

CSLF

La Commission scolaire de langue française
Enrolment by School and Grade
as of September 30, 2002

		Grades												
School Code	School Name	1	2	3	4	5	6	7	8	9	10	11	12	Total
510	Ecole Evangeline	23	27	29	13	25	34	27	40	41	32	36	38	365
511	Ecole François-Buote	18	17	13	14	13	9	17	18	21	16	10	5	171
512	Ecole St-Augustin	5	4	7	1									17
513	Ecole-sur-Mer	13	8	7	4	3	3							38
514	Centre scolaire communautaire française de Prince-Ouest	8	7	7	0	4	6	3						35
	Totals	**67**	**63**	**63**	**32**	**45**	**52**	**47**	**58**	**62**	**48**	**46**	**43**	**626**

Private Schools
Enrolment by School and Grade
as of September 30, 2002

		Grades												
School Code	School Name	1	2	3	4	5	6	7	8	9	10	11	12	Total
940	Immanuel Christian School	3	4	3	3	5	4	5	3	4				34
941	Full Circle Co-operative School	0	0	0	0	2	1	1	1	5				10
965	Fair Isle Adventist School	1	0	1	0	1	1							4
970	Grace Christian	13	11	15	11	17	10	12	14	14	10	8	8	143
	Total	**17**	**15**	**19**	**14**	**25**	**16**	**18**	**18**	**23**	**10**	**8**	**8**	**191**

Provincial Total Enrolments
As of September 30, 2002

Grades	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Eastern School District	1,069	1,125	1,117	1,217	1,252	1,231	1,317	1,299	1,257	1,276	1,404	1,391	14,955
Western School Board	580	594	531	610	612	645	673	693	657	711	655	700	7,661
La Commission Scolaire De Langue Française	67	63	63	32	45	52	47	58	62	48	46	43	626
Private School	17	15	19	14	25	16	18	18	23	10	8	8	191
Total	1,733	1,797	1,730	1,873	1,934	1,944	2,055	2,068	1,999	2,045	2,113	2,142	23,433

Appendix B

Apprenticeship Data

New Registrations

In 2002-2003, 161 new apprentices were registered (157 male and four female). Registration in the Automotive Service Technician, Carpenter, Cook, Plumber and Welder trades accounted for 83 per cent of the new registrants.

New Registrations		
Trade	**2001-2002**	**2002-2003**
Automotive Service Technician	17	23
Carpenter	60	55
Construction Electrician	37	21
Machinist	10	3
Metal Fabricator	6	0
Welder	18	16
Cook	6	9
Plumber	9	10
Cabinet Maker	5	2
Truck and Transport Mechanic	5	3
Industrial Mechanic	8	1
Industrial Electrician	7	0
Other	30	18
Total	218	161

Active Apprentices

At year end, there were 514 apprentices representing an increase of 10 per cent over 2001-2002.

Active Apprentices		
	2001-2002	**2002-2003**
Male	464	506
Female	3	8
Total	467	514

Cancellations

During 2002-2003 14 apprentices discontinued for various reasons which included: no longer employed in the trade, not interested in training and/or moved to another location.

Cancellations		
Reason for cancellation	**2001-2002**	**2002-2003**
No longer trade employed	12	3
Not interested in training	6	3
Moved	11	3
Will write by application	2	0
Working in another trade	9	2
Training in another trade	2	1
Other reasons	9	2
Total	51	14

Technical Training

A total of 313 apprentices received technical (in-school) training. Approximately 93 per cent received their training at Holland College and seven per cent travelled to either New Brunswick Community College or Nova Scotia Community College. For the first time, apprenticeship training was offered for Powerline Technician on PEI.

Technical Training		
Facility	**2001-2002**	**2002-2003**
Holland College – Georgetown Centre	70	54
Holland College – Royalty Centre	147	137
Holland College – Slemon Park	93	93
Culinary Institute	7	8
NBCC – Saint John	7	2
NBCC – Miramichi	0	9
NSCC – Truro	0	1
Marysville – NB	5	1
NBCC – Moncton	3	8
Total	332	313

Apprenticeship Satisfaction Results

Apprentices complete a satisfaction survey at the end of each training period. This year, 251 of the apprentices returned training surveys reflecting the following results as either "satisfied" or "very satisfied" with the following components of apprenticeship training.

Apprenticeship Satisfaction Results		
Satisfaction Survey Results	**2001-2002**	**2002-2003**
Scheduling of In-school Training	84%	84%
Resource Materials	63%	66%
Quality of Instruction	89%	85%
On-the-job Training	66%	61%
Training Officers	79%	65%
General Satisfaction	79%	73%

Graduates of the Apprenticeship Program

A total of 56 apprentices graduated from the apprenticeship training program, 54 male and two female

Graduates of Apprenticeship Training		
Trade	**2001-2002**	**2002-2003**
Automotive Service Technician	16	6
Cabinetmaker		1
Carpenter	6	9
Construction Electrician	4	12
Cook	2	1
Industrial Electrician	1	1
Industrial Mechanic (Millwright)	10	1
Metal Fabricator		1
Oil Burner Mechanic	3	2
Plumber	1	10
Truck and Transport Mechanic	2	0
Welder	0	4
Powerline Technician	1	2
Machinist	1	6
TOTAL	47	56

Trade Qualification Applications

The *Apprenticeship and Trades Qualification Act* and Regulations provide the opportunity for long term trade practitioners to obtain a Certificate of Qualification if they meet the following criteria:

- employed in the trade for a period set out in the act and regulations;
- recommended for a Certificate of Qualification by a person already certified in the trade who has vouched for the candidate's skills and experience;
- approved as eligible to write the certification exam by the Examination Officer or Manager and
- wrote and passed the certification examination.

The Provincial Apprenticeship Board requires that all trade qualification applications include a sign-off by a qualified journey-person, verifying the practical skills of the applicant.

During 2002-2003, 165 applications were received; 115 were approved to challenge (write the exams without the formal training) the Red Seal Interprovincial exam; nine were approved to write the Provincial Certification and 29 were approved to challenge the Achievement Certification. Twelve trades persons were denied access to a certification exam.

Trade Qualification Applications		
Applications	**2001-2002**	**2002-2003**
Received	103	165
Approved	95	153
Denied	8	12

Examinations Written

During 2002-2003 a total of 1,837 apprenticeship and certification examinations were written. Of that total, 1,512 were progress exams and 227 completed apprentices and trade qualifiers wrote certification exams.

Examinations Written		
Major Areas	**2001-2002**	**2002-2003**
Apprentice exams	1,370	1,512
Interprovincial by application	75	115
Pre-apprentice exams	61	98
Achievement exams	20	29
Interprovincial apprentice completion	63	74
Oral/practical	10	
Trades Qualifiers (TQ) by application	5	9
Block exam		
Distance education		
Total	1,604	1,837

Certificates of Qualification Issued

Certificates of Qualification are issued to:

- apprentices who have successfully competed an apprenticeship program and the certification exam or
- trade qualifiers who meet all the requirements of a trade and passed the certification exam.

In 2002-2003, 138 Certificates of Qualification were issued. Of these, 56 were issued to completed apprentices, 55 to trade qualifiers, seven to Provincial Trade Qualifiers and 20 to Certificate of Achievement applicants.

Certificates Issued		
	2001-2002	2002-2003
Completed apprentices	47	56
Trade qualifiers	54	55
TQ: Provincial		7
Achievement		20
Total	101	138

Since 1963, 4,806 Certificates of Qualification have been issued on Prince Edward Island.

Interprovincial Red Seals Issued

The Interprovincial Standards Red Seal Program was established to provide greater worker mobility across Canada. It allows qualified trades persons to practice their trade in any province or territory of Canada without having to write further examinations. A total of 111 Interprovincial Red Seals were affixed to PEI Certificates of Qualification issued to qualifying candidates during 2002/2003. Of these, 56 were issued to completed apprentices and 55 were issued to trade qualifiers.

Interprovincial Red Seals Issued		
	2001-2002	2002-2003
Completed Apprentices	47	56
Trade Qualifiers	54	55
Total	101	111

Since 1963, 2,209 Red Seals have been issued on Prince Edward Island, for an average of 55 per year.

Appendix C

Kindergarten Programs

Kindergarten Programs
2002-2003

Prince County	Queens County	Kings County
Ada Louise Learning Centre	Atlantic Child Care Centre	Belfast Kindergarten
Alberton Kindergarten	Atlantic Child Care Centre - Downtown	Carol's Child Care
Bedeque & Area Kindergarten & Play School	Basilica Child Care Centre	Friends Forever Child Care Centre
Bloomfield Kindergarten	Breadalbane Kindergarten	Georgetown Kindergarten
Centre Prescolaire Evangeline	Brighton School of Early Learning	Kids Co-op Ltd.
Countdown Kindergarten	Campus Kids Child Care Centre	Kinder Kiddies Dundas Kindergarten
First Step Kindergarten of Ellerslie	Child Development Centre	Little People's Centre (The)
Fun Times Kindergarten	Children's Corner Child Care Centre	Montessori Children's Centre
Happy Days Kindergarten & Play School	Cornwall Child Care Centre	Montessori Kindergarten & Nursery School
Humpty Dumpty Kindergarten	Cornwall Kindergarten	Morell Early Childhood Development Centre
Kare-A-Lot Child Care Centre	Creative Child Care Centre	One Step Ahead Day Care Centre
Kiddin' Around Home Day Care	East Royalty Kindergarten	Sea Friends Child Care Centre Ltd.
Les Couleurs de L'arc-en-ciel	First Friends Child Care Centre	Souris Kindergarten
La Maternelle Française de St. Louis	Fort Augustus Kindergarten	Vernon River Kindergarten Co-op
Le Jardin des Etoiles	Grace Kindergarten	
Maternelle des Bons Amis	Gulf Shore Kindergarten	
New London Area Kindergarten	Happy Day Christian Kindergarten	
O'Leary Kindergarten	Hunter River Kindergarten Inc.	
Play & Learn Kindergarten	Immanuel Christian Kindergarten	
Precious Lambs Day Care	Island Montessori Academy	
Rainbow Day Care	Just For Fun Play N' Learn Child Care Centre	
St. Paul's Headstart	Just For You Children's Centre	
St. Louis English Kindergarten	Kiddies Kollege Korner	
Tignish English Kindergarten	Kids-R-Us Child Care Centre	
Tignish French Kindergarten	Leaps & Bounds Child Care Centre	

Kindergarten Programs
2002-2003

Prince County	Queens County	Kings County
Tyne Valley Play School	Les Petits Rayons de Soleil	
YMCA of Summerside Kindergarten	Little Lamb's Day Care & Preschool	
	Little Wonders Child Care Centre	
	Love-N-Learn Day Care & Kindergarten	
	Mount Stewart Kindergarten	
	Parkdale Sherwood Headstart	
	Precious Jewels Day Care and Kindergarten	
	Rocking Horse Day Care	
	Salvation Army Small Blessings	
	Services de Garde L'Île Enchantée	
	Sherwood Day Care and Kindergarten	
	Silsby Kindergarten	
	Sonshine Day Care	
	Spring Park United Church Kindergarten	
	Stepping Stone Child Care Centre	
	Stratford Kindergarten & School Age Centre	
	Tamarac Kindergarten	
	Teddy Bear Day Care	
	Tiny Tot Kindergarten	
	Victoria Kindergarten	
	Water-View Early Learning Centre	
	Wee Tykes Day Care Centre	
	West Royalty Child Care Centre	
	Zion Kindergarten	

Appendix D

Curriculum Implementation

English Programs
Provincial Implementations 2002/2003

Subject	Grade	Department of Education Contact
Music	1, 3 and 5 (rest of schools) 2, 4 and 6 (14 schools)	Vicki Allen-Cook
Science 7 (one theme "Heat" April 2003)	7	Bill MacIntyre
Social Studies Narratives of Nationhood	8	Vicki Allen-Cook
English 431	10	Joan Connell
English 521	11	Joan Connell
Science 431	10	Eric Gallant
Tourism and Hospitality 801	11 and 12	Pauline Coady
Peer Helping 701/801	10, 11 and 12	Barb Trainor
Mathematics (621A and 621B)	12	Ken Roper

Approved New Local High School Pilots

Course	School
Botany 621X	Charlottetown Rural Senior High
Environmental Studies 521X	Bluefield Senior High
Bluefield/Holland College Transitions	Bluefield Senior High
Aviation Maintenance and Repair 802X	Three Oaks Senior High
Agriculture Certificate Program (year 3)	Kensington Intermediate Senior High, Kinkora Senior High
Tourism Certificate Program	Kensington Intermediate Senior High
Technology Arts 801X	Kinkora Senior High

Appendix E

Pilots, Field Tests and Curriculum Development

Provincial Pilots 2002/2003

Subject	Grades	Pilot Schools ESD	Pilot Schools WSB	Contact
APEF Science Extended Pilot (2nd year)	1, 2, 3	Glen Stewart, Gulf Shore, West Royalty	Elm Street, Miscouche	Joanne Stubbs
APEF Science Pilot (1st year)	4	Glen Stewart, Gulf Shore, West Royalty	Elm Street, Miscouche	Joanne Stubbs
Language Arts – Piloting of additional Guided Reading resources	1, 2, 3	Belfast, Donagh, Dundas Gulf Shore, Montague Cons., Sherwood, Westwood	Athena, Miscouche, Parkside,	Leisa Holmes Albert
Social Studies	6	TBA	TBA	Allan MacRae
APEF Elementary Social Studies (field testing of selected units at various levels)	1 - 6	TBA	TBA	Allan MacRae
Health	1 - 3	TBA	TBA	Garth Turtle
English 531A	11	Bluefield, Morell	Westisle	Joan Connell
English 621A	12	All high schools	All high schools	Joan Connell
Communications 801	12	Souris, Ch'town Rural	TOSH	Joan Connell
Mathematics 431A	10	Souris, Bluefield	TOSH, Westisle	Eric Gallant
Math 611A	12	All high schools	All high schools	Ken Roper
Law 531A	11	Montague, Col. Gray	TOSH	Allan MacRae
Science 7,8 (Extended Pilot)	7, 8	Englewood, Souris Vernon River, Montague Intermediate	Hernwood, KISH,	Bill MacIntyre
Science 9	9	Englewood, Souris Vernon River, QCHS, Montague Intermediate	Hernwood, KISH, ME Callaghan, SIS	Bill MacIntyre
Science 421A	10	Morell, Montague	KISH, Westisle	Ken Roper
Physical Ed. 401, 801, 621 Fitness Unit	10 - 12	Bluefield, Charlottetown Rural	Westisle	Garth Turtle
Applied Networking Technology 701/801	10 - 12	Charlottetown Rural	Westisle	Guy Albert

French Programs Provincial Implementations 2002/2003

Subject	Grade	Department of Education Contact
Kindergarten Math	K	Giselle Delaney-Duguay
Literacy initiative Programme de littératie	37988	Réal Ouellet
Kindergarten Language Arts Français Maternelle	K	Réal Ouellet
French Immersion Language Arts Français Immersion	2	René Hurtubise
French Immersion Language Arts Français Immersion	4	René Hurtubise
Late Immersion Language Arts Français Immersion Tardive	8	Christine Thibaudier-Ness
Français de base 8e Core French - Grade 8	8	Monica Rafuse
Sciences 421M	11	Craig Ramsay
Chimie 521 Chemistry 521	11	Craig Ramsay
Tutorat par les pairs 801M Peer tutoring 801M	38302	Lucille Fontaine
HIS 621 – Civilisations comparées	12	Christine Thibaudier-Ness

Technology in Education

Curriculum Implemented
• Journey On • Un Voyage grades 4 to 6 and 7 to 9 • Chemistry, Physics and Biology High School Integrated Documents

Pilots and Field Tests
• Inspiration Field Test • Explorer 6

Software Implemented /Tested
• Electric Library (Senior High) • Apple Works • Corel Licences for Learning • Ultimate Writing and Creativity Centre Software • Knowledge Forum • Tap Touche • Print Job Monitoring Software • Trevlac School Administrator Software

Appendix F

Student Financial Services
2002-2003

Funding Programs	Students Assisted	Amount Issued
Canada Student Loans (full-time)		
- In Province	1,987	$9,695,888
- Out of Province	1,403	$7,466,995
Total	3,390	$17,162,883
PEI Student Loans (full-time)		
- In Province	1,033	$2,682,541
- Out of Province	1,031	$3,119,432
Total	2,064	$5,801,973
Canada Student Loans (part-time)	98	$224,307
Canada Study Grants		
- High Need Students with Disabilities (full-time)	3	$2,915
- Students With Dependants (full-time)	158	$196,520
- Permanent Disabilities (full-time)	58	$163,016
- Female Doctoral Students (full-time)	3	$9,000
- High Need (part-time)	161	$146,183
Total	383	$517,634

Debt Management Programs		
Debt Reduction Grant	298	$846,496
Canada Millennium Bursary	437	$1,391,098
Interest Relief		$193,281
Island Student Awards	1,134	$681,600

Total Program Funding		$26,819,272

Breakdown of Assistance						
	Canada Student Loan		Provincial Student Loan		Canada Study Grants	
	Students Assisted	Amount	Students Assisted	Amount	Students Assisted	Amount
UPEI	1,260	$6,078,868	684	$1,726,163	74	89,516
Holland College	484	2,457,483	225	585,019	20	26,292
Other: PEI	243	1,159,537	124	371,359	41	48,333
Total PEI	**1,987**	**$9,695,888**	**1,033**	**$2,682,541**	**135**	**$164,141**
Out of Province	1,403	7,466,995	1,031	3,119,432	23	32,379
Total	**3,390**	**$17,162,883**	**2,064**	**$5,801,973**	**158**	**$196,520**

Appendix G

Registrar's Office

The Registrar's Office is responsible for administering Department of Education regulations governing teacher certification, preparing professional qualification statements for Island-trained teachers seeking employment elsewhere and liaising with school boards and Holland College to ensure current certification and teaching service records are available for all instructional personnel.

Teaching Certificate Issued (April 1 to March 31)			
	2000-2001	2001-2002	2002-2003
Total	286	435	285
Substitute Teaching Certificates (April 1 to March 31)			
Total	747	695	700

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